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ABSTRACT

This handbook provides suggestions for gathering and interpreting information about students' reading behavior; planning instruction that develops students' reading skills; and planning instruction that reinforces and extends students' reading skills in areas where they are successful. After a brief introductory section, the handbook presents a diagnostic teaching guide that includes the core materials for achieving these goals by describing everyday classroom activities (grades 1-6) to observe students' reading behaviors, and suggesting possible related instructional activities. The handbook then presents a diagnostic tools section that includes checklists, observation guides, and a reading profile. Appendixes providing samples of students' work, a guide for selecting books, the Language Learning Framework, blackline masters of charts and checklists, and an outline of the relationships between the 1986 Diagnostic Reading Program Evaluation Strategies and the language learning concept area are attached. (RS)

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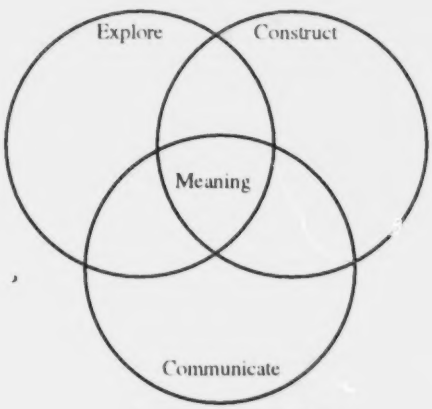
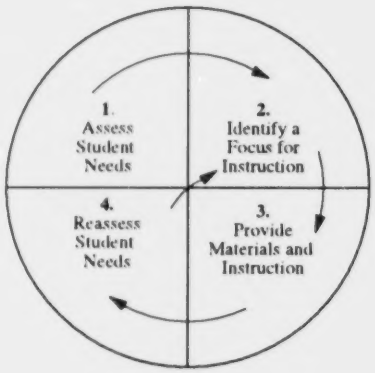
Diagnostic Reading Program

Diagnostic Teaching in a Language Learning Framework

5



Language Learning


1. Assess Student Needs
2. Identify a Focus for Instruction
3. Provide Materials and Instruction
4. Reassess Student Needs

DRP
Integrating Assessment and Instruction

This document was written primarily for:

Students	
Teachers	✓
Administrators	
Parents	
General Public	
Others (Specify)	

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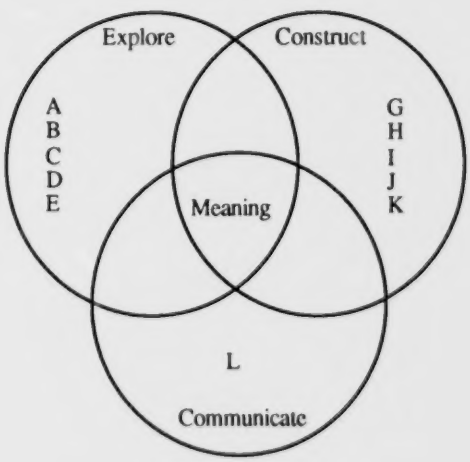
Introduction



The Diagnostic Reading Program in a Language Learning Framework

The 1986 Diagnostic Reading Program (DRP) enables teachers to:

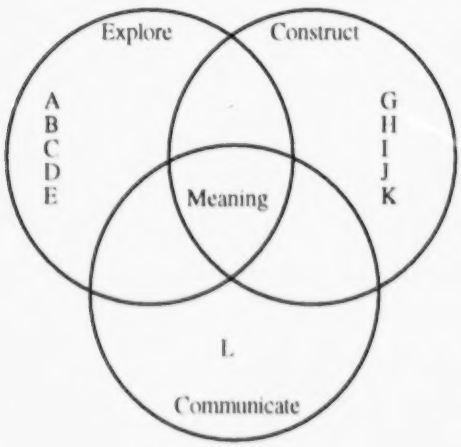
- **gather and interpret information** about students' reading processes in a systematic way
- **select appropriate instructional activities** to assist students in their continuing development

> *Diagnostic Teaching in a Language Learning Framework*, Handbook 5, enhances the original DRP by adding:
> - direct links with the 1991 Language Learning component of the *Program of Studies: Elementary Schools*
> - suggestions for assessing reading using everyday classroom activities over a period of time
> - suggestions for teachers to use with emergent readers

Language Learning Concepts

Section C.1 of the Language Learning component of the *Program of Studies: Elementary Schools* is organized around key concepts, identified by the letters A–N, related to the learning of language.

The language learning concepts form the framework around which suggestions for observation, assessment, and planning for instruction are presented in the Diagnostic Teaching Guide. In the model below, the concepts referred to in this document (A–E, G–K, and L) are related to the three overall functions of language around which Language Learning is organized: exploring for meaning, constructing meaning, and communicating meaning.



Language Learning SLEs

Specific Learner Expectations (SLEs) from the Language Learning component of the *Program of Studies: Elementary Schools* describe what students are expected to be able to do within each of the concepts. These SLEs are identified by a letter and numeral indicating their placement under a particular concept.

For example:

Concept E: Understanding how words, phrases, sentences, and whole texts are formed contributes to the ability to understand and communicate ideas.

SLE	Developmental Sequence		
E.4	STUDENTS: use their experience with text features (sound, letter, word) to assist them as readers	apply knowledge of the relationship between sounds and symbols (graphophonic generalizations) as a strategy for identifying and predicting words in their reading	make predictable associations between letters and sounds as a strategy for identifying unfamiliar words and phrases in their reading

- The darkened intersecting circle in the Language Learning component model shows that **Concept E** is part of **Exploring for Meaning**.
- The selected **Specific Learner Expectation, E.4**, is stated in three variations descibing the developmental sequence of the expectation.

Classroom Application of the Diagnostic Teaching Guide

The Specific Learner Expectations (SLEs) are stated in this way to help teachers describe their observations of students' reading and set learning goals based on these observations.

To gain a full picture of students' reading, it is important to gather information about what they can do:

- over an extended period of time
- in a variety of reading situations or contexts across the curriculum
- using various types of reading materials
- using a variety of assessment techniques

Observation and analysis should be frequent and varied enough to illustrate most of the Language Learning SLEs that pertain to reading.

Specific Learner Expections (SLEs) used in Handbook 5

	SLE	Abbreviated Statement
EXPLORE	A.1/2/3 B.1/2 B.3 C.1 C.2 D.1/2/3 D.4/5 D.6 D.7 E.1/2/3/4/5 E.6 E.7	STUDENTS: • choose, read, and talk about books, stories, and poems • predict and form hypotheses • ask questions to further understanding • identify and set a purpose for reading • develop questions and plans to guide reading • recognize key features and organization of stories, poems, specific genres, articles, etc. • use text and typographical features to assist in reading • use dictionaries, encyclopedias, and thesauri • use a library's file system • use visual cues and cueing systems flexibly • use capitalization and punctuation cues • use word analysis strategies
CONSTRUCT	G.1/2/5 G.3/4 H.1/2 H.3/7 H.8/9 H.11/12 H.10 I.1/2 I.3/4 I.5 J.2 J.3 K.2/3 K.5 K.6	• recognize meanings of words and expressions • use figurative language and visual images • determine fact, fiction, relevancy, point of view • determine purpose, theme, feelings, attitude, mood • recognize techniques used for effect • note features, qualities, and behaviors of characters • recall events and recognize various relationships in fiction and non-fiction • retell, differentiate, and categorize events and information • summarize, paraphrase, and organize information • draw conclusions and make generalizations • use cueing systems to check and modify predictions • use strategies to help make sense of what has been read • judge effectiveness of print presentations • relate what has been read to personal experiences and knowledge • express opinions or interpretations
COMMUNICATE	L.1/2 L.3	• share personal opinions, responses, interpretations • enjoy and appreciate sounds, rhythms, subtleties of language

Please refer to Section C.1, "Specific Learner Expectations," in the Language Learning component of the *Program of Studies: Elementary Schools*

- to read the above abbreviated statements in context of Concepts A–E and G–L
- to note the variations in each SLE on the continuum of reading development
- to locate other SLEs that might apply to situations in your class

An Evolving Understanding of Language Learning

The 1986 Diagnostic Reading Program is based on an understanding of reading as an interaction between readers and the printed page. This communication process involves readers in a number of simulataneously operating cognitive processes: attending/analyzing/associating, predicting/inferring, synthesizing, and monitoring.

Handbook 5 (1993) of the Diagnostic Reading Program addresses the language learning concepts described in the 1991 *Program of Studies: Elementary Schools*. Handbook 5 supports the idea that readers construct meaning, and that the meaning they construct is influenced by:

- the nature of the reading material
- the reader's background experience, knowledge, emotions, imagination, senses, and opinions
- other contextual factors (e.g., task demands and support received from others)

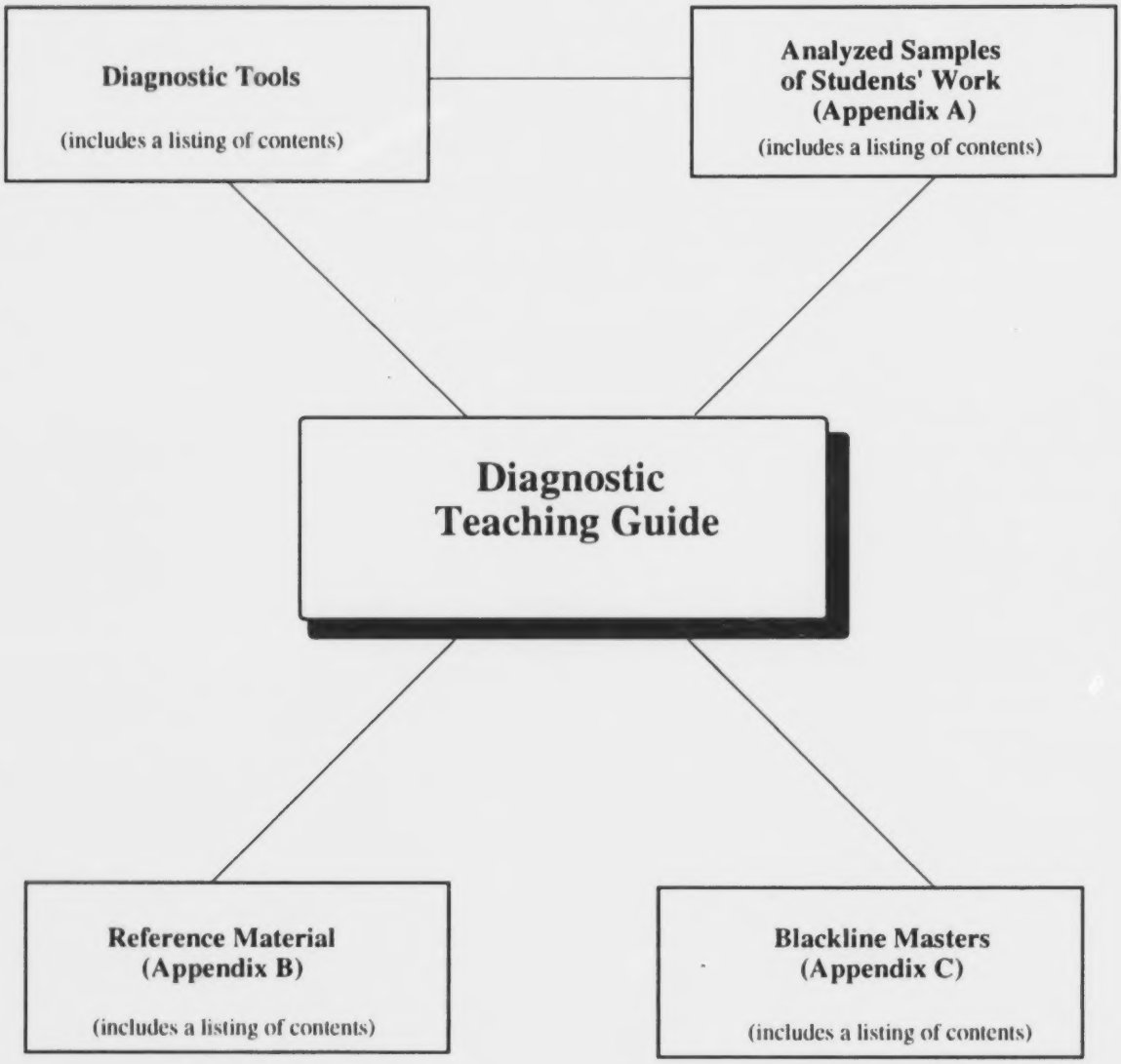
Fundamental to the 1986 Diagnostic Reading Program is Diagnostic Teaching, which emphasizes the importance of understanding what learners already know and can do with language so that further instruction develops areas of difficulty and reinforces and extends areas of strength.

Based on these understandings of students' language learning, Handbook 5 of the Diagnostic Reading Program provides:

- suggestions for observing and analyzing students' language learning
- suggestions for focusing instruction based on teachers' observation and analysis of students' responses to reading

Overview of Handbook 5

Handbook 5 contains the following sections:


Diagnostic Tools
(includes a listing of contents)
Analyzed Samples of Students' Work (Appendix A)
(includes a listing of contents)
Diagnostic Teaching Guide
Reference Material (Appendix B)
(includes a listing of contents)
Blackline Masters (Appendix C)
(includes a listing of contents)

This handbook provides suggestions for:

- gathering and interpreting information about students' reading behavior and their responses to reading
- planning instruction that develops students' reading skills in areas where they are experiencing difficulties
- planning instruction that reinforces and extends students' reading skills in areas where they are successful

The **Diagnostic Teaching Guide** includes the core materials for achieving these goals by

- describing everyday classroom activities (grades 1–6) that can be used to observe students' reading behaviors and responses to reading
- suggesting possible related instructional activities

Note: For quick reference to the specific learner expectations and language learning concepts used in this guide, the Language Learning Framework, an excerpt from the Language Learning component of the *Program of Studies: Elementary Schools* (1991), is provided in Appendix B.

The **Diagnostic Tools** section includes:

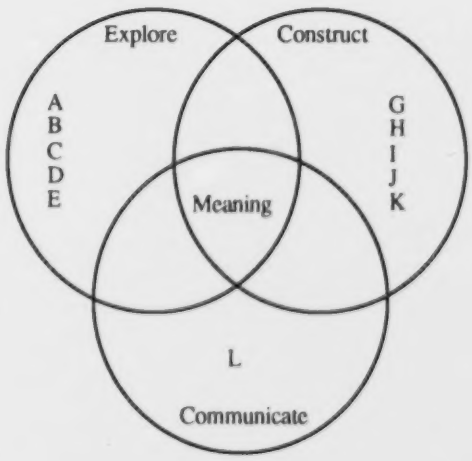
- checklists
- observation guides
- a reading profile

These can be used for recording observations and thoughts about students' reading, analyzing students' responses to reading, and planning instructional strategies.

The **Appendices** include:

- samples of students' work as well as completed analysis checklists and observation guides
- a guide for selecting books
- the Language Learning Framework, an excerpt from the Language Learning component of the *Program of Studies: Elementary Schools* (1991)
- an outline of the relationships between the 1986 Diagnostic Reading Program Evaluation Strategies and the language learning concept areas

Diagnostic Teaching Guide: Possible Learning Experiences, Questions, and Instructional Strategies



Using the Diagnostic Teaching Guide

Purpose

The Diagnostic Teaching Guide:

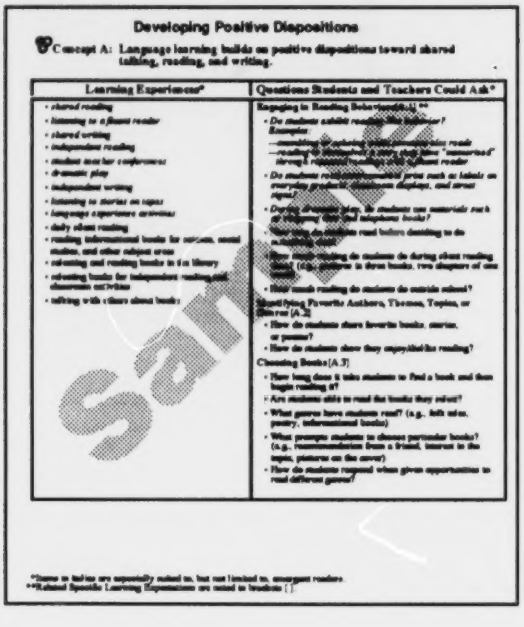
- suggests opportunities to observe students as they engage in daily classroom activities
- assists in focusing instruction based on diagnostic information

Description

The Diagnostic Teaching Guide:

- is organized by language learning concepts which describe key language functions related to reading
- notes predominant Diagnostic Reading Program (DRP) cognitive processes where there are processes in the 1986 DRP that relate to particular concepts
- provides suggestions for classroom activities and teaching strategies under the subheadings Learning Experiences, Questions Students and Teachers Could Ask, and Focusing Instruction
- uses italics to highlight suggestions particularly suited to, but not limited to, emergent readers

A full-sized copy of this page appears at the beginning of the Diagnostic Teaching Guide.



Developing Positive Dispositions

Concept A: Language learning builds on positive dispositions toward shared (talking, reading, and writing.

Learning Experiences*	Questions Students and Teachers Could Ask*
• shared reading • listening to a fluent reader • shared writing • independent reading • student-teacher conferences • dramatic play • independent writing • listening to stories on tape • language experience activities • daily silent reading • reading informational books for science, social studies, and other subject areas • selecting and reading books in the library • selecting books for independent reading and classroom activities • talking with others about books	Engaging in Reading Behaviour(s) [A.1] ** • *Do students exhibit reading like behaviour? Examples:* —*reading to themselves, pretending to read, reading aloud "memorized" through repetition, reading to a different reader* • *Do students recognize environmental print such as labels on everyday products, common displays, and street signs?* • *During shared reading, do students use materials such as enlarged texts and independent books?* • *Do they ask others to read before deciding to do the reading, alone?* • *How much reading do students do during silent reading time? (Eg., number of books, two chapters of one book)* • *How much reading do students do outside school?* Identifying Favorite Authors, Themes, Topics, or Interest [A.2] • How do students share favorite books, stories, or poems? • How do students show they enjoy/like reading? Choosing Books [A.3] • How long does it take students to find a book and then begin reading it? • Are students able to read the books they select? • What genres have students read? (e.g., folk tales, poetry, informational books) • What prompts students to choose particular books? (e.g., recommendation from a friend, interest in the topic, pictures on the cover) • How do students respond when given opportunities to read different genres?

*Items in bold are especially suited to, but not limited to, emergent readers
**Related Specific Learning Expectations are noted in brackets ( )

Sample

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Select and adapt learning experiences, questions, and instructional strategies that seem most suitable for your students. Refer to Appendix B, Guide for Selecting Books, as necessary.

Learning Experiences

—daily classroom activities during which what students say and do can be observed

—refer to the Diagnostic Tools section for possible ways to record and analyze these observations

Questions Teachers and Students Could Ask

—examples of questions that encourage reflection on what students have read, learned, or done and allow both teachers and students to gain further insights into students' reading

—refer to the Diagnostic Tools section for possible ways to record and analyze observations

Focusing Instruction

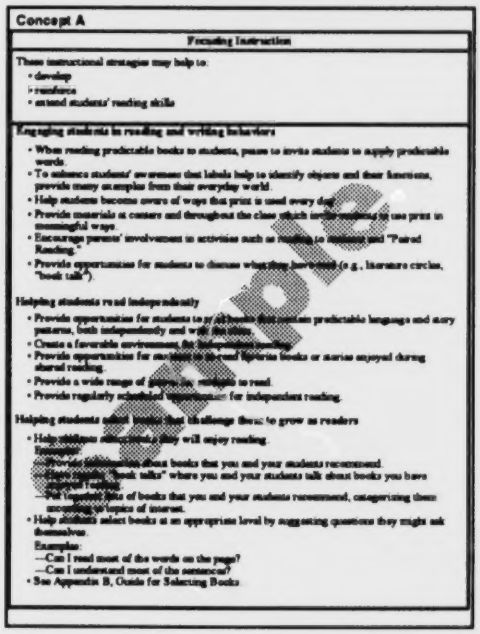
Based on information gained through observation and analysis of students' reading behaviors and responses to reading, you can plan further instruction.

—If students are experiencing difficulties with a particular concept, further learning experiences and teaching strategies will help them develop these skills and will provide opportunities for practice.

—If students are successful with a particular concept, selected learning experiences and teaching strategies will help reinforce the reading skills they already use and extend their learning.

Note: It is important to review the developmental sequence of a specific learner expectation by referring to Appendix B, Language Learning Framework.

A full-sized copy of this page appears at the beginning of the Diagnostic Teaching Guide.


Concept A

Focusing Instruction

These instructional strategies may help to:
- develop
- reinforce
- extend students' reading skills

Engaging students in reading and writing behaviors
- When reading predictable books to students, pause to invite students to supply predictable words.
- To enhance students' awareness that labels help to identify objects and their functions, provide many examples from their everyday world.
- Help students become aware of ways that print is used every day.
- Provide materials at centers and throughout the class which invite reading of one print in meaningful ways.
- Encourage parents' involvement in activities such as reading to children and "Paired Reading."
- Provide opportunities for students to discuss what they have read (e.g., literature circles, "book talk").

Helping students read independently
- Provide opportunities for students to p[illegible] their own predictable language and story patterns, both independently and with [illegible].
- Create a favorable environment for independent reading.
- Provide opportunities for students to reread favorite books or stories enjoyed during shared reading.
- Provide a wide range of genres for students to read.
- Provide regularly scheduled opportunities for independent reading.

Helping students select books that challenge them to grow as readers
- Help children select books they will enjoy reading.
  Examples:
  —Provide information about books that you and your students recommend.
  —Establish a "book talks" where you and your students talk about books you have enjoyed.
  —Post (regularly) lists of books that you and your students recommend, categorizing them according to topics of interest.
- Help students select books at an appropriate level by suggesting questions they might ask themselves.
  Examples:
  —Can I read most of the words on the page?
  —Can I understand most of the sentences?
- See Appendix B, Guide for Selecting Books.

Sample

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Developing Positive Dispositions

Concept A: Language learning builds on positive dispositions toward shared talking, reading, and writing.

Learning Experiences*	Questions Students and Teachers Could Ask*
• *shared reading* • *listening to a fluent reader* • *shared writing* • *independent reading* • *student-teacher conferences* • *dramatic play* • *independent writing* • *listening to stories on tapes* • *language experience activities* • daily silent reading • reading informational books for science, social studies, and other subject areas • selecting and reading books in the library • selecting books for independent reading and classroom activities • talking with others about books	**Engaging in Reading Behaviors** [A.1]** • *Do students exhibit reading-like behavior? Examples:* *—mumbling or echoing while someone else reads* *—reading to themselves a story they have "memorized" through repeated readings with a fluent reader* • *Do students read environmental print such as labels on everyday products, classroom displays, and street signs?* • *During dramatic play, do students use materials such as shopping lists and telephone books?* • How long do students read before deciding to do something else? • How much reading do students do during silent reading time? (e.g., pictures in three books, two chapters of one book) • How much reading do students do outside school? **Identifying Favorite Authors, Themes, Topics, or Genres** [A.2] • How do students share favorite books, stories, or poems? • How do students show they enjoy/dislike reading? **Choosing Books** [A.3] • How long does it take students to find books and then begin reading? • Are students able to read the books they select? • What genres have students read? (e.g., folk tales, poetry, informational books) • What prompts students to choose particular books? (e.g., recommendation from a friend, interest in the topic, pictures on the cover) • How do students respond when given opportunities to read different genres?

*Items in italics are especially suited to, but not limited to, emergent readers.
**Related Specific Learning Expectations are noted in brackets [ ].

Concept A

Focusing Instruction

These instructional strategies may help to:

- develop
- reinforce
- extend students' reading skills

Engaging students in reading and writing behaviors

- When reading books to students, pause to invite students to supply predictable words.
- To enhance students' awareness that labels help to identify objects and their functions, provide many examples from their everyday world.
- Help students become aware of ways that print is used every day.
- Provide materials at centers and throughout the class which invite students to use print in meaningful ways.
- Encourage parental involvement in activities such as reading to students. Consistent, positive reading practice can be provided through the use of the Paired Reading technique. Detailed information about this technique is available in *Paired Reading: Positive Reading Practice*, a video and accompanying manual, available from the Learning Resources Distrubution Centre order #242131 and from Filmwest Associates, 2399 Hayman Road, Kelowna, British Columbia, V1Z 1Z7, phone number (604) 769-3399.
- Provide opportunities for students to discuss what they have read (e.g., literature circles, "book talk").

Helping students read independently

- Provide opportunities for students to read books that contain predictable language and story patterns.
- Create a favorable environment for independent reading.
- Provide opportunities for students to re-read favorite books or stories enjoyed during shared reading.
- Provide a wide range of genres for students to read.
- Provide regularly scheduled opportunities for independent reading.

Helping students select books that challenge them to grow as readers

- Help students select books they will enjoy reading.
  For example:
  —Provide information about books that you and your students recommend.
  —Have regular "book talks" where you and your students talk about books you have enjoyed reading.
  —Put together lists of books that you and your students recommend, categorizing them according to topics of interest.
- Help students select books at an appropriate level by suggesting questions they might ask themselves.
  For example:
  —Can I read most of the words on the page?
  —Can I understand most of the sentences?
- See Appendix B, Guide for Selecting Books.

Predicting and Questioning

Concept B: Prediction and questioning are key elements of language learning.

Predominant DRP Cognitive Processes: predicting, monitoring

Learning Experiences*	Questions Students and Teachers Could Ask*
• *shared reading* • *listening to a fluent reader* • *shared writing* • *language experience activities* • *independent reading* • *dramatic play* • *listening to stories on tapes* • *independent writing* • *responding to questions during student-teacher conferences* • creating a tableau of story endings or of what happens next • drawing predictions of what will happen next, perhaps on a roll of paper or on overhead transparencies • creating a puppet play or radio play of probable outcomes • responding to questions in writing	**Predicting Events, Outcomes, and Content** [B.1 and B.2]** *Before reading, respond to questions such as:* • *What do you think the story will be about?* • *What clues do the title and the cover pictures provide to help you decide what the story will be about?* • What do you expect to find out when you read this informational book? *At selected points in the story, novel, or poem (e.g., after the problem is introduced or just before the climax is reached), respond to questions such as:* • *What do you think will happen next to _____ (character)? What part of the story leads you to expect that this will happen?* • *How do you think the story, novel, or poem will end? What part of the story leads you to expect that this will happen?* **Asking Questions to Further Understanding** [B.3] • What are some things that you would like to find out when you read this story, novel, informational book, or poem? • What questions do you have about the characters that would help you to understand why they acted the way they did? • After looking at features such as pictures, headings, and boldface print, what questions do you think will be answered when you read this informational passage?

*Items in italics are especially suited to, but not limited to, emergent readers.
**Related Specific Learning Expectations are noted in brackets [ ].

Concept B

Focusing Instruction
These instructional strategies may help to: • develop • reinforce • extend students' reading skills
Helping students predict by using text or visual clues • Provide many opportunities for students to read, hear, tell, or view stories to expand their experience with story structures. In this way, they will have more information to draw on when making predictions. **Helping students predict by using a variety of clues** • Enhance students' awareness of the clues they may use to make predictions. In stories, novels, poems, or informational books: —titles —pictures —introductory statements In informational books: —headings —boldface print In poems: —use of punctuation —arrangement of the words on the page
See the suggestions for developing predicting/inferring processes, pages 21–49, *Instructional Strategies*, Handbook 4 of the 1986 Diagnostic Reading Program.

Identifying and Setting a Purpose

Concept C: Identifying and setting a purpose serves to focus reading, writing, and talking experiences.

Predominant DRP Cognitive Processes: predicting, monitoring

Learning Experiences*	Questions Students and Teachers Could Ask*
• *reading independently or with others* • *talking with others about books* • *listening to a fluent reader* • *shared reading experiences with big books* • reading informational books for science, social studies, and other subject areas • talking with others about what they do when they read	**Reading for Enjoyment and Information** [C.1]** • *Why do you read?* • Why are you reading this book? **Using Different Strategies for Different Purposes** [C.1] • Do you read some parts of an informational passage more carefully or more quickly than others? Why?/Why not? • Do you read everything that is on the page? Why?/ Why not? • How do you know if you should read a book all the way through or not? **Developing Questions to Guide Reading** [C.2] • *What questions do you expect to have answered when you read or hear a story, poem, or informational text?* • How do you organize information that answers your questions? (e.g., by headings, by listing the questions)

Focusing Instruction

These instructional strategies may help to:
- develop
- reinforce
- extend students' reading skills

Helping students set a purpose for their reading

- Discuss and model cues that may be used when developing questions to guide reading (e.g., past experience with the topic or with material of a similar nature, titles, headings, pictures).
- Before reading aloud to students, talk about the questions that you expect will be answered in the passage and invite students to talk about the questions that they expect will be answered.
- See Directed Reading-Thinking Technique, pages 36–39, *Instructional Strategies,* Handbook 4 of the 1986 Diagnostic Reading Program.

Helping students develop plans to organize information gathered through reading

- Provide an outline for students to use in organizing information gathered through reading.
- After developing students' awareness of how to prepare an outline for a passage, encourage students to develop their own outlines.
- The structure charts found in the Diagnostic Tools section of this handbook may assist in providing formats for organizing information from reading.

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Structuring Ideas and Information

Concept D: Knowing how ideas and information can be organized and presented contributes to the enhanced understanding and communication of ideas.

Predominant DRP Cognitive Processes: analyzing

Learning Experiences*	Questions Students and Teachers Could Ask*
• *exploring books independently or with others* • *talking with others about books*	**Using Experiences with Book Elements** [D.4]** *Identifying book features:* • *Can you show me the front of the book?* • *Where is the title? What does it tell you?* *Opening a book:* • *How do you open this book?* *Starting to read:* • *Can you show me with your finger where to start reading?* *Directionality:* • *Which way do you go as you read (e.g., left to right and top to bottom)?* *Page turning:* • *What do you do when you get to the end of the page?* *Identifying words and letters:* • *Can you point to the words as I read? Now can you point to one word? Where is the first letter in the word? Where is the last letter in the word?* *Reading the book:* • *Can you read this story to me? (Students may start reading, pick out words, "talk like a book," say they cannot read the book, etc.)* *See the Diagnostic Tools section of this handbook for sample checklists to assess beginning readers' book knowledge.*
• *listening to fluent readers* • *shared book experiences* • *sharing books with others* • *responding to questions during student–teacher conferences* • *retelling stories to others* • *drawing pictures to retell stories* • *contributing ideas to shared writing* • *dictating stories* • *dramatizing stories*	**Distinguishing Between Different Types of Imaginative Literature** [D.1] • *What kind of story or poem is this? How do you know?* **Recognizing That Stories Have Openings, Events, and Conclusions** [D.2] • *How does the story begin?* • *What happens next?* • *How does the story end?* **Identifying Characteristics of Genres** [D.1] • How do you know that this material is fiction/non-fiction? • What are the characteristics of this genre?

continued...

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**Related Specific Learning Expectations are noted in brackets [ ].

Concept D

Learning Experiences	Questions Students and Teachers Could Ask
• responding to questions in writing • responding to questions during student-teacher conferences • completing story structure charts (see Appendix A for examples)	**Understanding the Organization and Structure of Informational Text** [D.3]** • What is the author trying to do in this informational text? How has the author organized the information to achieve that purpose? • How is the informational passage organized? (e.g. main idea-detail, explanation, cause-effect). Why do you think the author chose to organize the information in this way?
• designing a map of setting locations • designing a diorama or a three-dimensional model • painting or drawing pictures • designing a cartoon of events • drawing a web showing how events are related • constructing a time-line of events • retelling the story to others • showing a character's response to the story problem by writing letters or diary entries for the character • showing a character's response to the problem by role playing an interview with the character • responding to questions in writing	**Recognizing Key Features of a Story** [D.2] • What can you tell me about the setting for the story? • Why do you think the author chose this setting? • How does the author show what the setting is like? • What can you tell me about the main characters and their problems or goals? • How did the story problem come about? How did the main characters help to make the problem better or worse? • What does _____ (character) hope will happen at the end of the story? What makes you say this? • What does _____ (character) do or say to help solve the problem or achieve the goal?
• reading informational books independently or with others • selecting specific parts of a book • locating informational books to use in research projects • responding to questions during student-teacher conferences • completing text structure charts for informational books (see Appendix A for examples)	**Using Text and Typographical Features** [D.4 and D.5] • What do you know about the book or chapter from its title? • What do you know about the kind of information you will be finding in the book by reading the table of contents? the headings? the italics? the boldface print? • How has the index helped you to locate the information you need for your project? • How has the glossary helped you to make sense of this chapter or book?

**Related Specific Learning Expectations are noted in brackets [ ].

Concept D

Focusing Instruction

These instructional strategies may help to:

- develop
- reinforce
- extend students' reading skills

Helping students recognize story structure and events

- Invite students to tell a story about something that happened to them. Encourage students' awareness of openings, events, and conclusions in their personal stories.
- Invite students to tell stories for wordless picture books.
- Take apart a book containing a familiar story and ask students to put the story in order.
- During shared reading activities, help students become aware of story openings, events, and conclusions.
- When reading aloud to students, encourage their awareness of key features of stories (e.g., setting, problem, character response, and resolution). Story structure charts such as the ones in the Diagnostic Tools section of this handbook may be used to assist students.
- Challenge students to think about how they will include the key features of well-formed stories when writing their own stories.

Helping students recognize characters' responses to problems

- When reading aloud to students, encourage their awareness how characters feel about a problem and how they respond to it.
- Invite students to discuss how they would feel in certain characters' positions. Ask students to talk about what they would do in similar situations. Help students assess the plausibility of the characters' responses to the problem.

Helping students recognize organizational features of different genres

- Discuss the characteristics of a variety of fiction and informational books, plays, movies, television shows, articles, and newspapers.
- Help students to become more aware of how authors structure informational writing (e.g., main idea–detail, explanation, cause-effect, time-order sequence.)
- Provide guidance to students as they organize information gathered from a specific genre. Create a chart showing the features of a genre or modify the structure charts provided in the Diagnostic Tools section of this handbook to assist students to identify features of the genre.

See the suggestions for developing attending/analyzing/associating processes, pages 77–96, *Instructional Strategies* Handbook 4, of the 1986 Diagnostic Reading Program.

Understanding How Language is Formed

Concept E: Understanding how words, phrases, sentences, and whole texts are formed contributes to the ability to understand and communicate ideas.

Predominant DRP Cognitive Processes: analyzing, associating, predicting, monitoring

Learning Experiences*	Questions Students and Teachers Could Ask*
• *chiming in with the reading of predictable books* • *predicting words the teacher covers during shared reading* • *reading independently or with a partner* • *reading into a tape recorder* • *reading during student-teacher conferences* • reading parts in a play, choral speech, radio play, puppet play • reading the sentence or section that answers a question or supports a discussion point • reading to report their research findings or points of view (e.g., chart, report) • reading a favourite part of a book, story • reading instructions, jokes, recipes, etc.	**Using Visual Cues** [E.1]** • Do students use cues from pictures, charts, maps, posters, and graphs to make sense of their reading? **Using Semantic (or meaning) Cues** [E.2] • *Do students predict meaningful words during shared reading or group cloze activities?* • Are students' miscues meaningful? **Using Syntactic (or grammatical) Cues** [E.3] • *Do students predict words that make sense with the rest of the sentence?* • Are students' miscues grammatically correct? **Using Graphophonic (or phonics) Cues** [E.4] • *Do students predict words that have the same sounds as the words in the passage?* • Are students' miscues phonetically similar to the words in the passage? For example: —beginning sounds are similar —middle sounds are similar —end sounds are similar **Using the Semantic, Syntactic, and Graphophonic Cueing Systems Flexibly** [E.5] • *Are students able to point out familiar words in a passage?* • Are students reading fluently? • Do students self-correct miscues? **Attending to Punctuation Cues** [E.6] • *Do students notice beginning and end punctuation?* • Do students attend to a variety of punctuation cues in their reading (e.g., quotation marks, commas, exclamation marks)? **Using Word Analysis Strategies** [E.7] • Do students use root words, prefixes, and suffixes to identify words?

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Concept E

Focusing Instruction

These instructional strategies may help to:

- develop
- reinforce
- extend students' reading skills

Helping students identify words

- Provide opportunities for students to chime in with the reading of predictable books and to complete cloze activities. Point out cues that help readers.

  Examples of cues:
  - —patterns of sentences
  - —initial, final, and middle letters, and their corresponding sounds
  - —significant features of words
  - —picture cues
  - —words that would make sense in a sentence
- During shared reading experiences with big books, highlight commonly used words and phonic cues by covering all the words in a sentence except the one you are highlighting or by using cloze activities.
- Participate in paired reading with older students or parent volunteers.
- Encourage students' use of word identification strategies through cloze activities and word cards in pocket charts.
- Invite students to play games such as "Go Fish" with word cards containing commonly used words.
- Encourage students to use the mediated word identification strategy. For example: if students know "the" and "cat," then they can apply their phonetic knowledge of the "th" and "at" sounds to figure out the word "that."

See the suggestions for developing attending/analyzing/associating processes, pages 71–73 and 110–129, *Instructional Strategies,* Handbook 4 of the 1986 Diagnostic Reading Program.

Note: For more detailed information about a student's word identification strategies, administer the Oral Reading Miscues Strategy, pages 21–36, *Evaluation Strategies,* Handbook 1 of the 1986 Diagnostic Reading Program.

Another useful way to gather detailed information about students' word identification strategies is to use running records. Many teacher resources contain information on how to take and interpret running records (e.g., *Literacy 2000* published by Ginn; *Readers, Writers and Parents—Learning Together* by G. Strong and V. Dundas, available from Irwin Publishing). This technique is especially useful for teachers of emergent readers.

Making Associations and Connections

Concept G: The ability to make associations and connections is essential to the understanding and communication of meaning.

Predominant DRP Cognitive Processes: associating, analyzing, inferring

Learning Experiences*	Questions Students and Teachers Could Ask*
• *listening to a fluent reader* • *shared reading experiences with big books* • *shared writing activities* • reading independently or with a partner • reading during student-teacher conferences • reading informational books on social studies, science, or other subject areas	**Recognizing Meanings of Words** [G.1]** • *Do students recognize meanings of commonly used words?* • Do students recognize meanings of specialized vocabulary related to the topic of an informational text? **Recognizing Word Meanings From Context** [G.2] • What cues do students use to make sense of unfamiliar words? (e.g., key words, pictures, descriptions given in the passage, knowledge of sentence structure) **Using Literacy Devices and Figurative Language** [G.3] • *How do students show their enjoyment of onomatopoeia or alliteration when reading or listening to a story or poem? (e.g., repeat the words and phrases to themselves or make up ditties using the words and phrases)* • How do students show their appreciation of figurative language such as simile, hyperbole, metaphor, and personification in their reading? (e.g., enjoy the images the language creates, recognize that the author has used figurative language to achieve a certain purpose) **Forming Visual Images** [G.4] • *Are students aware of the images they form while reading?* • *How do students describe the pictures they see in their minds as they read?*

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**Related Specific Learning Expectations are noted in brackets [ ].

Concept G

Focusing Instruction
These instructional strategies may help to: • develop • reinforce • extend students' reading skills
Helping students make associations and connections • Provide concrete experiences to enhance students' background knowledge. • Show enthusiasm for learning new words by talking with students about new words that you learn. • Provide opportunities for students to encounter new words in many contexts. • Provide opportunities for students to expand their vocabulary by reading a variety of books. • Encourage students to use new words and phrases in many different contexts. They may wish to contribute to a bulletin board of interesting and unusual ways to use newly learned words. • Show connections between familiar and unfamiliar words. • Describe the visual images that you form as you read. • Encourage students' sensory awareness of the visual images they form as they read.
See the suggestions for developing predicting/inferring processes, pages 60–65 and for developing attending/analyzing/associating processes pages 99–106, *Instructional Strategies*, Handbook 4 of the 1986 Diagnostic Reading Program.

Thinking Analytically

Concept H: The ability to think analytically is necessary for critical reading, listening, and writing.

Predominant DRP Cognitive Processes: analyzing, inferring

Learning Experiences*	Questions Students and Teachers Could Ask*
• *listening to a fluent reader* • *shared reading experiences with big books* • *reading independently or with a partner* • *discussing books during student-teacher conferences* • *talking about books with others*	**Discriminating What is Real from What is Make-Believe** [H.1]** • *Could the events in this story or poem really happen? Why/Why not?* • *Could there really be characters like _____ (character)? Why/Why not?* • *Could there really be a place like _____ (setting for the story or poem)? Why/Why not?*
• responding to questions in writing • reading informational books or social studies, science, or other subject areas	**Distinguishing Relevant from Irrelevant Information** [H.1] • What is the author of this story, poem, or informational book trying to say? What details are included to support this main idea? What details are not needed? Why are they not needed?
	Determining Point of View [H.2] • How does the author want you to view _____ (character)? How does the author present this view of the character? • Why do you think the author chose to write from the point of view of _____ (character)?
• designing a banner or collage that illustrates the theme of a story or the topic being investigated • designing a poster advertising the story, poem, or informational book in a way that illustrates the theme • responding to questions in writing • responding to questions during student-teacher conferences • reading independently or with a partner • listening to a fluent reader	**Determining the Author's Purpose and Identifying the Theme** [H.3] • What is the main thing that the author is trying to say to readers? • Why do you think the author wrote this story, poem, or informational book? • What did the author teach you in this story, poem, or informational book? **Determining Feelings, Attitudes, and Mood** [H.7] • How does the author make you feel about the characters in the story? Which words make you feel this way? • How do you feel about the central issue of the story, novel, or poem? What does the author do to make you feel this way? • What is the mood of the story, novel, or poem? How does the setting contribute to this mood? How do the characters and their actions contribute to the mood? • Does the mood change? Where does it change? Why do you think it changes? **Recognizing the Use of Flashback** [H.8] • How does the author let you know what happened before the events presented in the story, novel, or poem?

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**Related Specific Learning Expectations are noted in brackets [ ].

Concept H

Learning Experiences*	Questions Students and Teachers Could Ask*
• responding to questions in writing • responding to questions during student-teacher conferences	**Recognizing Cues for Predicting** [H.9]** Before reading, respond to questions such as: • *What clues do the pictures give to tell you what is in the story, poem, or informational text?* • What clues does the title give you about what will happen or what you will learn? While reading: • *What clues do the pictures give you about what will happen next?* • Which words does the author use that invite you to find out what will happen next? • How does the author interest you in reading more of the story, poem, or informational text? (e.g., provides clues about what you will learn in the next chapter of an informational text, one character in a story warns other characters about a disaster that might happen to them)
• *retelling story events* • *drawing pictures of story events* • *dramatizing story events* • drawing webs showing interrelationships • dramatizing the relationships between characters • responding to questions in writing • responding to questions during student-teacher conferences	**Recalling Events in a Story** [H.10] • *What happened to _____ (main character)?* **Recognizing Relationships Between Settings, Events, Characters, and Ideas** [H.10] • How did _____ (character) get into this situation? • Could this story have taken place in another setting? Why/Why not? • How does the author show the relationships among ideas in this informational passage? (e.g., by comparing and contrasting ideas, by showing how problems are caused and solved, by explaining how to do something)
• reading informational books in social studies, science, and other subject areas • *listening to a fluent reader* • *drawing or painting pictures of the main character(s)* • writing a cinquain about story characters showing what they did and what others said about them • designing a "Wanted" poster that describes a character • conducting an interview with a supporting character who presents his/her opinions about the main character's actions • responding to questions in writing • responding to questions during student-teacher conferences.	**Identifying Main Characters** [H.11] • *Who are the main characters? How do you know they are the main characters?* **Identifying Characters and Their Changes** [H.11] • Why do you think that _____ (character) is a main character and _____ (character) is a supporting character? • How did one of the characters in this story change? • Does the way _____ (character) treats or thinks about other characters change in the story? What changes do you notice? What happened to cause these changes? **Developing Insight into Characters** [H.12] • What kind of a person is _____ (character)? What did this character say that made you say this way about him/her? • How do you feel about _____ (character)? • What did he/she do or say to make you feel this way? • What did another character say about this character to make you feel this way?

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**Related Specific Learning Expectations are noted in brackets [ ].

Concept H

Focusing Instruction

These instructional strategies may help to:

- develop
- reinforce
- extend students' reading skills

Helping students read critically

- Help students read critically by using their own background experiences with literature and real life as well as the information in the book. Discuss and model analytical thinking. For example:
  - —Ask students which parts of the book show the most important thing the author was trying to say.
  - —Ask students to tell about other stories, poems, or television shows where the author was trying to say the same thing.
- Provide many opportunities for students to hear, read, tell, or view stories, poems, and informational books to expand their experiences with text structure. In this way, they will have more background information to draw on when reading critically.
- Story structure charts such as those provided in the Diagnostic Tools section of this handbook may be used to enhance students' awareness of text structure.
- Discuss and model ways of reading critically when reading aloud to students.

Helping students apply techniques used by the author in their own writing

- Ask questions such as the following:
  - —How have you used clues about what might happen next to invite your readers to read more of the story?
  - —How could you use the techniques that the author of this story or poem used to invite your readers to read more of your story?

See Inference Clues Strategy, pages 53–57, *Instructional Strategies,* Handbook 4 of the 1986 Diagnostic Reading Program.

Note: For more information about students' analytical thinking and inferring, see the Retelling Strategy, pages 37–51, and the Comprehension Questions Strategy, pages 53–60, both in *Evaluation Strategies,* Handbook 1 of the 1986 Diagnostic Reading Program.

Synthesizing Ideas and Information

Concept I: The ability to synthesize is necessary to the understanding and retention of ideas and information.

Predominant DRP Cognitive Processes: synthesizing, associating

Learning Experiences*	Questions Students and Teachers Could Ask*
• *retelling story events* • *drawing pictures of story events* • *dramatizing story events* • *responding to questions during student-teacher conferences* • responding to questions in writing • presenting information and ideas that they have summarized and paraphrased in one of the following forms: —report with headings for sections —informational brochure —informational bulletin board display —oral presentation to others • completing story structure charts (see Diagnostic Tools section) • completing text structure charts for informational books (see Diagnostic Tools section)	**Retelling What a Story is About** [I.1]** • *What is the story about?* • What are the main things that happened to _____ (main character)? **Differentiating Between Main Ideas and Supporting Details** [I.1] • What happened that led to the story problem or helped to solve it? • What happened that did not really lead to the problem or help to solve it? **Summarizing Information** [I.3] • What are the key things that the author shows us about the topic or main idea? • What is the best way to organize these ideas to present them to others? **Drawing Conclusions and Making Generalizations** [I.5] • Using what you know and what you learned in this story, poem, or informational book, what can you tell me about _____ (issue raised in the passage)? (e.g., what it is like to grow up, how people should treat each other.) • Using what you know and what you learned in this story, poem, or informational book, what can you tell me about _____ (topic addressed in the passage)? (e.g., how people use simple machines in everyday life, lifestyles in another country)

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**Related Specific Learning Expectations are noted in brackets [ ].

Concept I

Focusing Instruction
These instructional strategies may help to: • develop • reinforce • extend students' reading skills
Helping students summarize information • Provide many opportunities for students to read challenging stories, poems, and informational books and synthesize the information gathered from the books. • Help students become aware of how authors organize ideas. (e.g. main idea-detail, cause-effect, story structure) • Story structure charts such as those provided in the Diagnostic Tools section of this handbook may be used to enhance students' awareness of the ways in which authors organize ideas. • Provide an outline for students to use when searching for information. This is a first step in helping them independently find and organize ideas and information when reading. (e.g., create a retrieval chart for students to record details about an animal's habitat, food, enemies, protection, offspring) **Helping students draw conclusions and make generalizations** • Provide many opportunities for students to talk about their books and to compare and contrast ideas presented by different authors.
See the suggestions for developing synthesizing processes, pages 133–158 of *Instructional Strategies,* Handbook 4, of the 1986 Diagnostic Reading Program.

Note: For more information about students' synthesizing, see the Retelling Strategy, pages 37–51, and the Comprehension Questions Strategy, pages 53–60, both in *Evaluation Strategies,* Handbook 1 of the 1986 Diagnostic Reading Program.

Assuming Responsiblity for Monitoring Learning

Concept J: Learning is enhanced when students assume responsibility for checking their growing understanding.

Predominant DRP Cognitive Processes: monitoring

Learning Experiences*	Questions Students and Teachers Could Ask*
• *checking their growing understanding during every learning experience*	**Checking and Revising Predictions when Reading Does Not Make Sense** [J.2 and J.3]** • Do students ask questions during shared reading? Do they comment when a story does not make sense? • What do students do when their reading does not make sense? (e.g., search for other cues on the page to help them, continue to struggle with sounding out words, stop and look puzzled) • What strategies do students use when they encounter an unfamiliar word or concept? (e.g., refer back to previous words, sentences, or ideas; skip over the word; use other resources such as dictionaries, ask someone for help)

Focusing Instruction

These instructional strategies may help to:

- develop
- reinforce
- extend students' reading skills

Helping students assume responsibility for checking their growing understanding

- Encourage students' awareness of the strategies they use to check their own understanding and encourage them to continue using these strategies.
- Discuss and model strategies that readers may use when reading does not make sense.
- Provide guided practice of strategies and ask students to evaluate their effectiveness for particular circumstances.

Examples of strategies for reading stories, poems, and informational books include:

—rereading the passage or sentence

—using clues from the pictures and the context to determine meanings of words

Example of a strategy for reading informational text:

— develop awareness of how authors organize information (e.g., main idea-detail, explanation, cause-effect, opinion-support)

See the suggestions for developing monitoring processes, pages 161–188, *Instructional Strategies,* Handbook 4 of the 1986 Diagnostic Reading Program.

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**Related Specific Learning Expectations are noted in brackets [ ].

Reflecting On and Evaluating Learning Experiences

Concept K: Students grow as independent learners when they reflect on and evaluate their learning experiences

Learning Experiences*	Questions Students and Teachers Could Ask*
• *listening to peers reading stories or poems they have written* • *viewing other students' role play, choral speeches, or other dramatic presentations* • *viewing performances of professional actors* • *listening to a story or poem* • *reading a story or poem* • *responding to questions during student-teacher conferences* • responding to questions in writing • completing an Opinion-Support Structure Chart (see Appendix C).	**Responding to How Well Others Present Ideas or Information** [K.2]** • *Do you think the presentation was a good one? Why/Why not?* • *How would you change the presentation to make it better?* **Judging How Well the Writer has Written the Story** [K.2] • How well has the author shaped the characters? Do these actions fit with their personalities? • Do the details all relate to the main idea? How do they help you to think about the main idea? • How has the author started the story? Does the opening make you want to read the rest of the story, poem, or informational book? • How does the author introduce the characters? Does the author make you feel that you know and understand the characters? • How has the author of this informational book organized ideas to make it easy for you to gather information? **Relating Experiences Encountered in Literature to Personal Experience** [K.5] • What can you tell me about someone you know who is like one of the characters in the story? What is it about this character that reminds you of the person you know? • What can you tell me about a time when you had an experience similar to that of _____ (character)? • What do you already know about _____ (topic of informational book)? • What new ideas presented here made you think about the topic in a different way? **Assessing Plausibility of Stories and Information by Comparing and Contrasting with Personal Experience** [K.5] • Do you think that all of the things that happened to _____ (character) could really happen to a character like him/her? What makes you think this? • Do you think that the problem was solved in a way that fits with the rest of the story? Could problems be solved that way in real life? Why/Why not? • How does the information in this passage confirm or contradict what you already know about the topic? continued...

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**Related Specific Learning Expectations are noted in brackets [ ].

Concept K

Learning Experiences*	Questions Students and Teachers Could Ask*
• writing a persuasive letter to a character showing students' points of view on characters' actions • conducting a debate presenting their points of view on issues that arise from the story, poem, or informational book • conducting a trial of a character, judging his/her actions	**Expressing Opinions** [K.6]** • *How did you feel about this story, novel, informational book, or poem? What did you like/dislike about it?* **Expressing and Supporting Opinions** [K.6] • Should _____ (character) have done what he/she did? Why/Why not? • Do you agree with the author's main point? Why/Why not?

Focusing Instruction
These instructional strategies may help to: • develop • reinforce • extend students' reading skills
Helping students judge the effectiveness of a presentation • Provide guidelines showing elements students may consider when judging the effectiveness of presentations. These guidelines may include achieving the purpose, using information from reading material and background knowledge, and presenting ideas clearly. • Provide many opportunities for students to judge the effectiveness of oral and written presentations. Help them internalize and use the criteria whenever they read books or view presentations. **Helping students relate experiences encountered in literature to personal experiences** • Provide many opportunities for students to talk about personal experiences related to those in stories they read.

*Items in italics are especially suited to, but not limited to, emergent readers.
**Related Specific Learning Expectations are noted in brackets [ ].

Expressing Ideas and Viewpoints

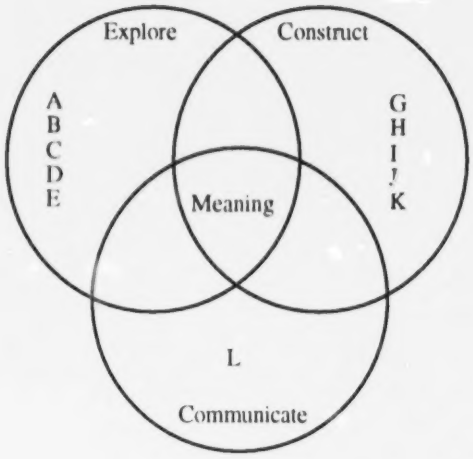
Concept L: Confidence in the ability to express ideas or viewpoints is essential to the development of communication skills.

Learning Experiences:*	Questions Students and Teachers Could Ask*
• *drawing or painting their interpretations of the novel, story, poem, or informational text* • *sharing their interpretations of the story, poem, or informational book with others* • responding to questions in writing • responding to questions during student-teacher conferences	**Sharing Personal Responses and Interpretations** [L.1 and 2]** • *What was in your mind as you read or listened to this story, novel, poem, or informational book?* • *What pictures did you form in your mind?* • What questions did you ask? • What events, other stories, or movies did the story remind you of? • What can you tell me about a time when you had a problem similar to that of _____ (character). How did you want it to be solved? How did you try to solve it? How was it solved? • Have you ever been in a place that is something like the place where this story happened? • What did you already know about this topic before you read this book? What new information was presented in this book? **Showing Enjoyment and Appreciation of Language** [L.3] • *How do students show their enjoyment and appreciation of the sounds and rhythms of language?* • How do students show their appreciation of the subtleties of language?

Focusing Instruction
These instructional strategies may help to: • develop • reinforce • extend students' reading skills
Helping students share personal responses and interpretations of what they read • Provide many opportunities for students to express their ideas or viewpoints. Provide an environment where all students show respect for each other's ideas. • Ask students to discuss the kinds of information they use when interpreting what they read. • Demonstrate ways in which students may respond to what they read. Show them a broad repertoire of ways of expressing their ideas or viewpoints.

**Related Specific Learning Expectations are noted in brackets [ ].

Diagnostic Tools: Collecting and Interpreting Diagnostic Information



The following diagnostic tools may assist you in carrying out suggestions in the Diagnostic Teaching Guide:

Observations of Students' Reading Behavior 35
- Emergent Reader Checklist 35
- Assessing Book Knowledge Through A Shared Storybook Activity 38
- Anecdotal Notes: Individual Record 44
- Anecdotal Notes: Observing Several Students 44
- Reading Behavior Analysis Checklist 48
- Oral Reading Analysis Checklist 51

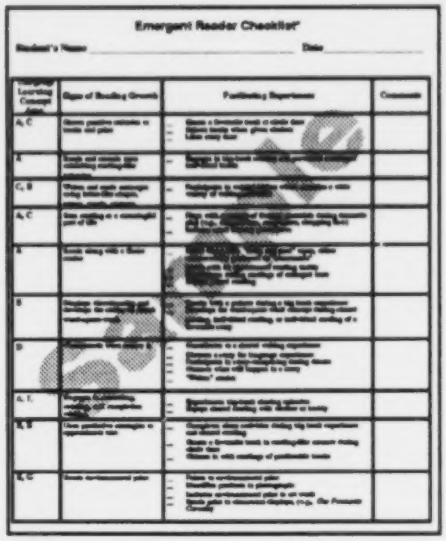
Students' Responses to Reading 54
- Response Analysis Checklist: Fiction 54
- Response Analysis Checklist: Informational Reading 58
- Story Structure Charts 62
- Main Idea-Detail Structure Chart 66
- Explanation Structure Chart 66
- Opinion-Support Structure Chart 70

Summarizing Diagnostic Information 72
- Reading Profile 72

For assistance in using these diagnostic tools, see Appendix A: Analyzed Samples of Students' Work.

Observations of Students' Reading Behavior

Emergent Reader Checklist



A full-sized copy of this checklist is available on the following pages as well as in Appendix C: Blackline Masters.

Purpose

This checklist provides a method for organizing and analyzing observations of emergent readers' growth.

Description

- The letters in the Language Learning Concept Area column correspond to the concept areas in the Diagnostic Teaching Guide.
- The Signs of Reading Growth column describes observable behaviors.
- The Facilitating Experiences column lists activities that students might participate in as they demonstrate reading growth.
- Space for teacher comments is provided in the far right column.
- The section below the checklist summarizes key areas of reading growth and provides space for instructional strategy notes.

Suggestions from Teachers

I keep a checklist in each student's portfolio. This often provides a focus for discussions with parents during parent-teacher interviews.

I prefer more spaces for comments, so I copied this checklist onto 11" x 17" paper. That way, the right-hand side is available for comments. By folding it once, the sheet can be filed easily.

By highlighting activities listed in the Facilitating Experiences column, I can keep track of the activities I have already observed.

I have found the summary section of this checklist helpful in noting patterns in students' responses.

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Emergent Reader Checklist*

Student's Name _____ **Date** _____

Language Learning Concept Area	Signs of Reading Growth	Facilitating Experiences	Comments
A, C	Shows positive attitudes to books and print	___ Shares a favourite book at circle time ___ Selects books when given choices ___ Likes story time	
A	Reads and rereads texts exhibiting reading-like behavior	___ Engages in big-book sharing and partnered reading of individual books	
C, E	Writes and reads messages using letter-like shapes, letters, words, pictures	___ Participates in writing centre which contains a wide variety of writing materials	
A, C	Sees reading as a meaningful part of life	___ Plays with a variety of literacy materials during dramatic play (e.g., milk cartons, soap boxes, shopping lists) ___ Imitates adult literacy procedures	
A	Reads along with a fluent reader	___ Reads along with "listen and read" tapes, either commercially produced or "homemade" ___ Reads with an experienced reading buddy ___ Participates during readings of enlarged texts ___ Enjoys paired reading	
E	Displays directionality and develops the ability to match word-space-word	___ Tracks with a pointer during a big-book experience ___ Develops the word-space-word concept during shared reading, individual reading, or individual reading of a favourite story	
D	Understands what a story is	___ Contributes to a shared writing experience ___ Dictates a story for language experience ___ Participates in story-composing during drama ___ Guesses what will happen in a story ___ "Writes" stories	
A, L	Engages in mumbling, echoing, and completion reading	___ Experiences big-book sharing episodes ___ Enjoys shared reading with teacher or buddy	
B, E	Uses predictive strategies to approximate text	___ Completes cloze activities during big book experience and shared reading ___ Shares a favourite book in reading-like manner during circle time ___ Chimes in with readings of predictable books	
E, G	Reads environmental print	___ Points to environmental print ___ Identifies products in photographs ___ Includes environmental print in art work ___ Reads print in classroom displays, (e.g., *Our Favourite Cereals)*	

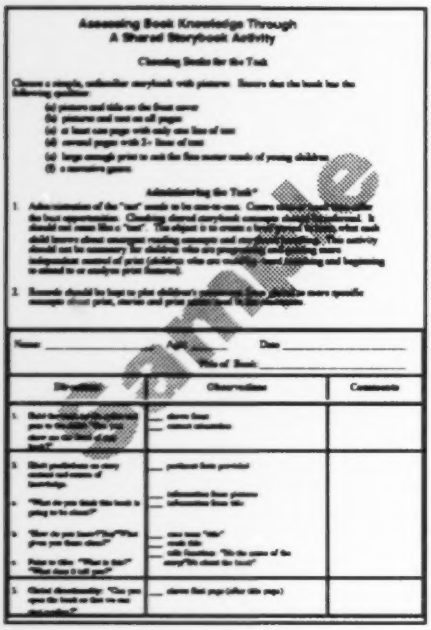
*Adapted from Moira F. Juliebö (1993). *Resource Book for Helping Young Children to Become Readers*. Edmonton: Reidmore Books, Inc. Reprinted by permission of Reidmore Books Inc.

Language Learning Concept Area	Signs of Reading Growth	Facilitating Experiences	Comments
J	Monitors on the basis of meaning	___ Asks questions during shared reading ___ Links stories to his/her own life ___ Comments when a story does not make sense ___ Substitutes words that make sense ___ Tolerates mistakes that make sense ___ Rereads and reads on to decode words	
E	Understands that print is consistent	___ Recognizes the same word in different contexts during shared and individual reading ___ Identifies omissions in a text ___ Develops a sight vocabulary ___ Points to familiar words in a text ___ Shows early spelling development in writing ___ Quickly reads common words	
E	Decodes using word beginnings such as first letter or first syllable	___ While reading orally, for example, sees the word "purple," looks at the picture and says "p, p" before saying, "purple dog"	
E	Begins to develop phonic generalizations	___ Uses creative phonemic spelling when writing, such as "fss" for "fish" or "Ld" for "learned" ___ Overgeneralizes rules	

	Shows Positive Dispositions Toward Reading	Shows an Understanding of How Words, Phrases, Sentences, and Whole Texts are Formed	Relates Personal Experience to Reading
Fiction			
Informational			
Poetry			
Instructional Strategies			

*Adapted from Moira F. Juliebö (1993). *Resource Book for Helping Young Children to Become Readers*. Edmonton: Reidmore Books, Inc. Reprinted by permission of Reidmore Books Inc.

Assessing Book Knowledge Through A Shared Storybook Activity


Assessing Book Knowledge Through
A Shared Storybook Activity

Choosing Books for the Task

Administering the Task*

Name _____ Age _____ Date _____

Title of Book _____

The Questions	Observations	Comments
1.		
2.		
3.		
4.		
5.		

Sample

A full-sized copy of this checklist is available on the following pages as well as in Appendix C: Blackline Masters.

Purpose

The shared storybook activity provides a guide for determining emergent readers' knowledge about books.

Description

The shared storybook activity includes the following:

- guidelines for choosing books for this task
- a checklist
- a format for recording observations of students' book knowledge

Using the Shared Storybook Activity

1. Observe your student's responses as you share a storybook.
2. Place checkmarks and comments in the appropriate columns.
3. Use the Ongoing Record of Book Knowledge to record students' progress over a period of time.
4. See Concept D, Diagnostic Teaching Guide for questions related to the shared storybook activity.

Suggestions from Teachers

Most of my grade 1 students are beyond this stage. However, I was surprised that Jillian is not sure where to start reading on a page.

I wrote in a different colour each time I used the checklist and the recording form so that I could code the date and the book title used.

I completed one of these checklists for a few students each week. Assessing book knowledge is an activity I like to do early in the year. Then I can quickly help to clear up any confusion about print that students may have.

I share this checklist with parents and other professionals when discussing evidence of the reading behaviors of my ECS students.

I use a roll of gummed address labels for brief notes. Later, I stick these notes inside each student's file folder.

I use a more general checklist, the Alternate Form, to record my observations of students' book knowledge.

Alternate Form
Checklist for Observing Beginning Readers' Knowledge About Books

(For corresponding questions, see Concept D, Using Experiences with Book Features, in the Diagnostic Teaching Guide)

Student's Name _____ **Dates** _____

Book Features	Comments
1. Identifies __ front of book __ top of book __ title (purpose of title)	
2. Opening a Book __ opens book at front with book right side up	
3. Starting to Read __ points to beginning of first line of print	
4. Directionality __ direction for reading is left to right and top to bottom	
5. Page Turning __ turns page	
6. Identifying Words and Letters __ matches written and spoken words __ points to one word __ identifies first and last letter of word	
7. Reading the Book __ student reads book	

A full-sized copy of the alternate form checklist is available in Appendix C: Blackline Masters

Assessing Book Knowledge Through A Shared Storybook Activity*

Choosing Books for the Task

Choose a simple, unfamiliar storybook with pictures. Ensure that the book has the following qualities:

(a) picture and title on the front cover
(b) pictures and text on all pages
(c) at least one page with only one line of text
(d) several pages with two or more lines of text
(e) large enough print to suit the fine motor needs of young children
(f) a narrative genre

Administering the Task

1. Administration of the "test" needs to be one-to-one. Centre time or book time offer the best opportunities. Checking shared storybook concepts should be informal. It should not seem like a test. The object is to create a brief period to learn what each child knows about emergent reading concepts and storybook handling. This activity should not be necessary for children who are progressing and gaining more independent control of print (children who are word-by-word matching and beginning to attend to or analyze print features).

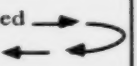
2. Records should be kept to plot children's movement from global to more specific concepts about print, stories, and print terms used in the classroom. Use the ongoing record of book knowledge to chart students' progress.

Name _____ Age _____ Date _____

Title of Book _____

Directions	Observations	Comments
1. Hold the book by the spine and pass to the child: "Can you show me the front of this book?"	___ shows front ___ correct orientation	
2. Elicit predictions on story content and source of knowledge: a. "What do you think this book is going to be about?" b. "How do you know?"or "What gives you those clues?" c. (Point to title) "What is this?" "What does it tell you?"	___ pertinent facts provided ___ information from pictures ___ information from title ___ uses term "title" ___ reads title ___ tells function: "It's the name of the story."/"It's about the book."	

*Anne Brailsford (1985). *Early reading experiences: The literacy development of kindergarten children viewed from a cultural perspective.* Unpublished doctoral dissertation, University of Alberta, Edmonton. Adaptated from Marie M. Clay (1979). *Early detection of reading difficulties: A diagnostic survey with reading recovery procedures* (2nd ed.). Portsmouth, N. H.: Heinemann.

Directions	Concepts	Comments
3. Check for global directionality: "Can you open the book so that we can start reading?"	___ shows first page (after title page)	
4. Check for independent reading: "Can you read this story to me?"	___ starts reading (discontinue questions and read book with child) ___ says "No" ___ picks out words ___ "talks like a book"	
5. Check for knowledge source: "Let me read this story to you, but I'd like you to help. Can you show me, with your finger, where I should start to read?"	___ points to picture (check over several pages, then discontinue questions and read book) ___ points to print ___ points to first line ___ points to first word	
6. At the end of page elicit page-turning: "What do we do now?"	___ says/demonstrates page-turning	
7. Assess directionality: "Where should I start to read now?"	___ left page first	
8. Assess specific directionality: "Show me, with your finger, which way to go as I read."	___ left-right movement	
9. Assess specific directionality: "Where do I go after that?"	___ line movement down page with return to left on each new line a. ploughing movement used  b. other	
10. Check word-by-word matching: "You point to the words as I read."	___ points and matches ___ partial matching	
11. Check knowledge of terms and specific print concepts. a. Use a page with only one line of text. Use two file cards and practise 'opening' and 'closing' the curtains over the print. Start with 'opened curtains': "Can you close the curtains to show me *one word*?" Open the curtains again and repeat with: *two words* *one letter* *two letters*	___ 1 word shown ___ 2 words shown ___ 1 letter shown ___ 2 letters shown	

Directions	Concepts	Comments
b. Use the same page, and isolate one word with the curtains: "Point to the *first letter* in the word." "Point to the *last letter* in the word."	___ first letter shown ___ last letter shown	
c. Dispense with the curtains and show whole line of text: "Point to a *capital letter*." "Point to a *small letter*."	___ capital shown ___ small letter shown	
d. Use any page: "Point to the *top of the page*." "Point to the *bottom of the page*."	___ top of page shown ___ bottom of page shown	
Story Retelling Check story comprehension: "Tell me about the story."	___ retells with pictures ___ retells from memory ___ main characters recalled ___ setting noted ___ one episode recalled ___ two episodes recalled ___ three or more episodes recalled ___ sequences events partially ___ sequences events fully ___ conclusion noted ___ needs clarification questions ___ retells independently ___ initiates questions/comments	

The checklist on the next page may be used to record students' progress over a period of time.

Ongoing Record of Book Knowledge

Name _____

Global Concepts	Dates observed				
• shows front of book (1)					
• orients front of book (1)					
• provides suitable story predictions from front cover (2a)					
• uses front cover pictures for predictions (2b)					
• points to pictures (not print) as primary source for story information (5)					
• "talks like a book" when asked to read (4)					

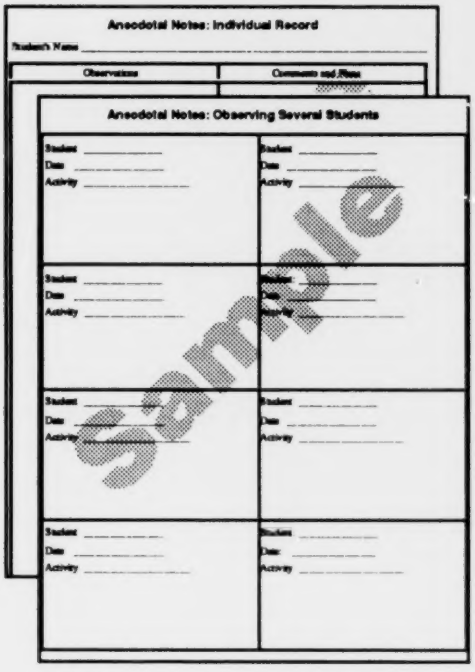
More specific concepts about storybooks and print

• provides information about the title such as label/function (2b)					
• points to print as primary source of story information (5)					
• shows first page of story (3)					
• points to first line of text (5)					
• points to first word in first line of text (5)					
• says/demonstrates appropriate page-turning (6)					
• points to left page before right page (7)					
• demonstrates left-right movement along a line of print (6)					
• demonstrates line movement down a page (9)					
• demonstrates word-by-word matching (10)					
• knows the concept "word" (11)					
• knows the concept "letter" (11)					
• reads partial or whole title (2b)					
• starts reading the text (4)					
• picks out words (4)					

Demonstrates knowledge of print concepts/terms

• one word (11a)					
• two words (11a)					
• one letter (11a)					
• two letters (11a)					
• first letter in a word (11b)					
• last letter in a word (11b)					
• capital letter (11c)					
• small letter (11c)					
• top of page (11d)					
• bottom of page (11d)					

Anecdotal Notes: Individual Record
Anecdotal Notes: Observing Several Students



Full-sized copies of these recording sheets are available on the next pages as well as in Appendix C: Blackline Masters.

Purpose

The Anecdotal Notes recording sheets are useful for:

- recording observations about students' reading
- planning activities to enhance students' reading skills

Description

Anecdotal Notes: Individual Record

This sheet has space for recording, over a period of time:

- observations of one student's behavior
- comments about the observed behaviors
- plans for further instruction for the student

Anecdotal Notes: Observing Several Students

This sheet is divided into eight blocks with spaces for recording observations of more than one student during a number of activities.

Suggestions from Teachers

I use the 'Observing Several Students' recording sheet whenever I see something I want to remember. Sometimes I only make two or three observations in a day. It depends on the kinds of activities we do in class.

I used the "Individual Record" to paste Post-it™ notes on which I have written key words or phrases about students' behaviors during the day. I have an Individual Record for each student in my assessment binder.

I have made a format similar to that of the "Individual Record" on my computer. At the end of each day, I type brief notes about one or two students on the record form reserved for them.

I write comments on blank index cards and file them according to students' names. On file cards, I write the strategies that a teacher aide or parent volunteer can do with a student.

I use a roll of gummed address labels for brief notes. Later, I stick these notes inside each students' file folder.

I divide a blank sheet of paper into small boxes that equal the number of students in my class. Later, I cut these boxes apart and attach them to each students' file folder.

I write anecdotal comments in a small spiral notebook.

At the end of the day, I cut the squares of the "Observing Several Students" form and tape them onto an Individual Record page for each student observed that day. When I have a chance, I write my interpretations and plans for what to do next to help individual students.

Anecdotal Notes: Individual Record

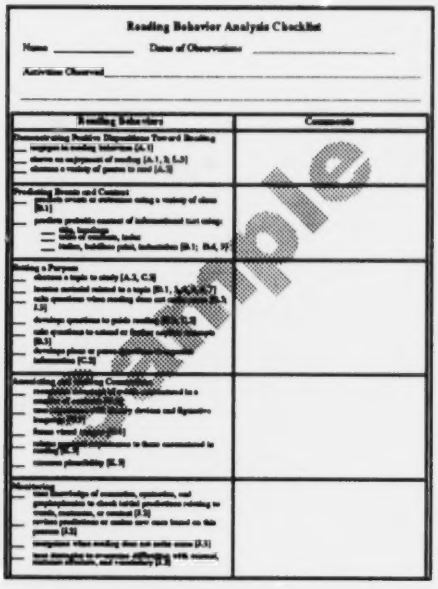
Student's Name _____

Observations	Comments and Plans

Anecdotal Notes: Observing Several Students

Student _____ Date _____ Activity_____	Student _____ Date _____ Activity _____
Student _____ Date _____ Activity _____	Student _____ Date _____ Activity _____
Student _____ Date _____ Activity_____	Student _____ Date _____ Activity _____
Student _____ Date _____ Activity _____	Student _____ Date _____ Activity _____

Reading Behavior Analysis Checklist


Reading Behavior Analysis Checklist

Name _____ Date of Observation _____

Activities Observed _____

Reading Behavior	Comments
Demonstrating Positive Dispositions Toward Reading	
Predicting Events and Content	
Setting a Purpose	
Associating and Making Connections	
Monitoring	

Example

A full-sized copy of this checklist is available on the back of the next page as well as in Appendix C: Blackline Masters.

Purpose

The Reading Behavior Analysis Checklist is a form for recording and interpreting observations of students' behaviors.

Description

The checklist deals with these language learning behaviors:

- Demonstrating Positive Dispositions Toward Reading
- Predicting Events and Content
- Setting a Purpose
- Associating and Making Connections
- Monitoring

Using the Reading Behavior Analysis Checklist

1. Note behaviors which demonstrate students' dispositions toward reading, their predicting, associating, and monitoring processes and the ways in which they set a purpose for their reading.
2. Record the behaviors and check the appropriate descriptors.
3. Information gathered through the use of this checklist may be summarized on the Reading Profile.
4. Refer to the Diagnostic Teaching Guide for teaching suggestions related to each concept area (e.g., [G]).

Suggestions from Teachers

I find this checklist helpful in organizing my observations of what students do when they read.

By recording my observations of students while they are involved in a variety of reading activities, I get an overall picture of what my students do when they read.

I used information from this checklist to give parents ideas of what they can do to help their children at home.

I use this checklist to note students' interest in reading and how well they attend while listening to a story.

During reader's workshop and student-teacher conferences, I use this checklist to record my observations about students' reading strategies and the connections students make between their own lives and those of characters in stories.

Reading Behavior Analysis Checklist

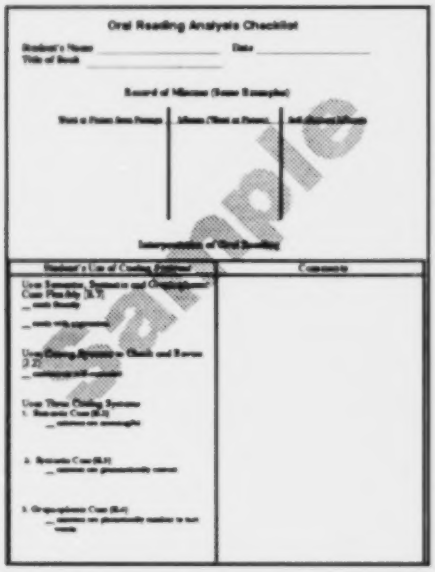
Name _____ Dates of Observations _____

Activities Observed _____

_____

Reading Behaviors	Comments
Demonstrating Positive Dispositions Toward Reading ___ engages in reading behaviors [A.1] ___ shows an enjoyment of reading [A.1, 2; L.3] ___ chooses a variety of genres to read [A.2]	
Predicting Events and Content ___ predicts events or outcomes using a variety of clues [B.1] ___ predicts probable content of informational text using: ___ title, headings ___ table of contents, index ___ italics, boldface print, indentation [B.1; D.4, 5]	
Setting a Purpose ___ chooses a topic to study [A.2; C.2] ___ locates material related to a topic [D.1, 3, 4, 5, 6, 7] ___ asks questions when reading does not make sense [B.3; J.3] ___ develops questions to guide reading [B.3; C.2] ___ asks questions to extend or further explore concepts [B.3] ___ develops plans or poses questions to organize information [C.2]	
Associating and Making Connections ___ recognizes meanings of words encountered in a number of contexts [G.2] ___ uses experience with literary devices and figurative language [G.3] ___ forms visual images [G.4] ___ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility [K.5]	
Monitoring ___ uses knowledge of semantics, syntactics, and graphophonics to check initial predictions relating to words, sentences, or content [J.2] ___ revises predictions or makes new ones based on this process [J.2] ___ recognizes when reading does not make sense [J.3] ___ uses strategies to overcome difficulties with content, sentence structure, and vocabulary [J.3]	

Oral Reading Analysis Checklist



A full-sized copy of this checklist is available on the back of the next page as well as in Appendix C: Blackline Masters.

Purpose

The Oral Reading Analysis Checklist provides a means of assessing how students use the information available from the print and pictures on the page when they read orally.

Description

The Oral Reading Analysis Checklist is organized around three cueing systems:

- semantic
- syntactic
- graphophonic

In addition, students' reading fluency and self-monitoring behaviors are addressed.

Space is provided for comparing the words in the passage with students' miscues.

Using the Oral Reading Analysis Checklist

1. The teacher or the student selects passage to be read.

   *Please note: A one-on-one conference is not needed to assess students' oral reading. See the Diagnostic Teaching Guide for activities that students may be involved in as you assess their oral reading.
2. As students read, record some of their miscues, together with the corresponding words and phrases from the passage.
3. Compare students' miscues with text words and record your interpretation of the cues students have used.
4. Assess students' use of monitoring strategies by noting how consistent they are in self-correction.
5. Refer to the Diagnostic Teaching Guide for teaching suggestions in this concept area.

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Suggestions from Teachers

I reduced this checklist and copied four checklists onto one page so I could listen to four students while they did a radio play. In this way, I was able to assess all four students' oral reading within a five-minute period. Later, I cut up the four checklists and pasted them on pages in each student's folder.

I use this checklist to assess individual students' oral reading when they read their own writing to the class.

I used the "Interpretation of Oral Reading" part of this checklist to analyze the information collected when I took running records of my Grade 1 student's oral reading.

I photocopied this checklist on the back of the page that I used for the "Reading Behavior Analysis Checklist."

I used the Guide for Selecting Books to estimate the text level of books my students choose for reading orally.

This checklist helped me to see that Matthew was unsure of phonic cues. I decided to use the Oral Reading Miscues Strategy (see pages 21–36 *Evaluation Strategies*, Handbook 1 of the 1986 Diagnostic Reading Program.) It helped me to gather more information about Matthew's use of phonic cues and other cues while reading.

This checklist is useful for analyzing students' oral reading of a variety of materials. I reduced this checklist and copied four checklists onto one page so that I could record my interpretations of one student's oral reading on four different occasions.

I used this checklist as a guide when I devised a reading checklist. I prefer to include a retelling analysis and an oral reading analysis on the same page.

Oral Reading Analysis Checklist

Student's Name _____ **Date** _____
Title of Book _____

Record of Miscues (Some Examples)

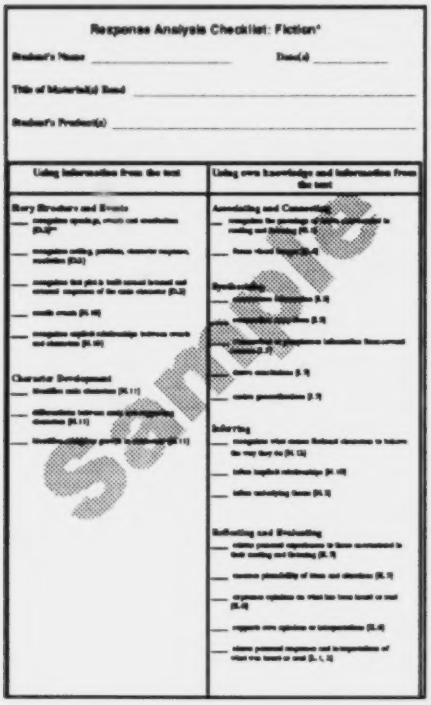
Word or Phrase from Passage	Miscue (Word or Phrase)	Self-Corrects Miscues

Interpretation of Oral Reading

Student's Use of Cueing Systems	Comments
Uses semantic, syntactic, and graphophonic cues flexibly [E.5] __ reads fluently __ reads with expression Uses cueing systems to check and revise [J.2] __ miscues are self-corrected Uses three cueing systems 1. **Semantic Cues** [E.2] __ miscues are meaningful 2. **Syntactic Cues** [E.3] __ miscues are grammatically correct 3. **Graphophonic Cues** [E.4] __ miscues are phonetically similiar to text words	

Note: To obtain more detailed information about students' word identification strategies, use the Oral Reading Miscues Strategy, pages 21–36, *Evaluation Strategies*, Handbook 1 of the 1986 Diagnostic Reading Program.

Students' Responses to Reading
Response Analysis Checklist: Fiction


Response Analysis Checklist: Fiction*

Student's Name _____ Date(s) _____

Title of Material(s) Read _____

Student's Product(s) _____

Using Information from the text	Using own knowledge and information from the text
Story Structure and Events — [S,H]* — [S,H] — [S,H] — [S,H] — [S,H] Character Development — [S,H] — [S,H] — [S,H]	Associating and Connecting — [S,H] — [S,H] Synthesizing — [S,H] — [S,H] — [S,H] — [S,H] Inferring — [S,H] — [S,H] — [S,H] Reflecting and Evaluating — [S,H] — [S,H] — [S,H] — [S,H] — [S,H]

Sample

A full-sized copy of this checklist is available on the back of the next page as well as in Appendix C: Blackline Masters.

Purpose

The Response Analysis Checklist for fiction provides a means for interpreting and recording what students' written and oral responses to stories, novels, and poems show about their reading.

Description

This checklist is organized into two sections:

- using information from the text
  - —story structure and events
  - —character development
- using students' own knowledge and information from the text
  - —associating and connecting
  - —inferring
  - —synthesizing
  - —reflecting and evaluating

Using the Response Analysis Checklist: Fiction

1. Select samples of students' oral or written responses to fiction to be used for detailed analysis.
2. Look for students' ideas that show they have used information from the text to address specific features of stories.
3. Look for students' ideas that show they have used their own background knowledge and information from the text.
4. Please note that this checklist may be used for more than one student response. See Appendix A for an example.
5. The Diagnostic Teaching Guide provides teaching suggestions for each concept area (e.g. [H]).

Suggestions from Teachers

I used this checklist to analyze students' retellings of stories. I found that my students were successful in gathering information from the story but were not confident in relating the story to their own experience. I then taught several lessons where I encouraged students to include their own ideas about events and characters in the story.

I used this checklist to analyze students' dramatizations of stories and their small group discussions about books. I reduced this checklist and copied four checklists onto one page so that I could record my observations for four groups at once.

I use one sheet for several assignments and write the dates and observations in a different colour each time.

I use these codes when completing a response analysis.
✔—students demonstrate the objective independently
A—students demonstrate the objective with assistance
-- —students did not demonstrate the objective, though the assignment required it
NA—not applicable to the assignment

I use this checklist when evaluating students' written work following their reading of a story. I usually ask students to choose two pieces of writing or art work that they think is the best they have done during the month and use one checklist to analyze both pieces of work.

I used this checklist to analyze students' responses in their reading logs. It helped me to note when students were writing about details from their reading and when they were using their own background knowledge with information from the text.

I used one analysis checklist for four of Mandy's projects. By using a different colour each time and writing dates in corresponding colours, I confirmed what I'd seen during informal observations. Mandy needed more assistance in summarizing so I referred to Synthesizing Ideas and Information (Concept I) of the Diagnostic Teaching Guide for suggestions.

I use the response analysis checklist during student-teacher conferences.

I marked in one colour the categories students demonstrated independently and in another colour those they could do with my help or in collaboration with others.

I used the back of the page to note the pattern of student responses. Knowing whether or not students are using their own knowledge and information from the text helps me to plan focused instruction.

Response Analysis Checklist: Fiction*

Student's Name _____ **Date(s)** _____

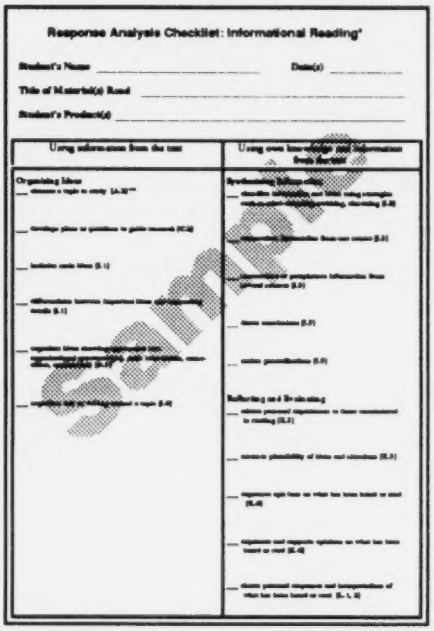
Title of Material(s) Read _____

Student's Product(s) _____

Using information from the text	Using own knowledge and information from the text
Story Structure and Events ___ recognizes openings, events, and conclusions [D.2]** ___ recognizes setting, problem, character response, resolution [D.2] ___ recognizes that plot is built around internal and external responses of the main character [D.2] ___ recalls events [H.10] ___ recognizes explicit relationships between events and characters [H.10] **Character Development** ___ identifies main characters [H.11] ___ differentiates between main and supporting characters [H.11] ___ identifies change or growth in characters [H.11]	**Associating and Connecting** ___ recognizes the meanings of words encountered in reading and listening [G.1] ___ forms visual images [G.4] **Synthesizing** ___ summarizes information [I.3] ___ summarizes main ideas [I.3] ___ summarizes or paraphrases information from several sources [I.3] ___ draws conclusions [I.5] ___ makes generalizations [I.5] **Inferring** ___ recognizes what causes fictional characters to behave the way they do [H.12] ___ infers implicit relationships [H.10] ___ infers underlying theme [H.3] **Reflecting and Evaluating** ___ relates personal experiences to those encountered in their reading and listening [K.5] ___ assesses plausibility of ideas and situations [K.5] ___ expresses opinions on what has been heard or read [K.6] ___ supports own opinions or interpretations [K.6] ___ shares personal responses and interpretations of what was heard or read [L.1, 2]

*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.
**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Response Analysis Checklist: Informational Reading


Response Analysis Checklist: Informational Reading*

Student's Name _____ Date(s) _____

Title of Material(s) Read _____

Student's Product(s) _____

Using information from the text	Using own knowledge and information from the text
Organizing Ideas	Synthesizing Information
Reflecting and Evaluating	

Sample

A full-sized copy of this checklist is available on the back of the next page as well as in Appendix C: Blackline Masters.

Purpose

The Response Analysis Checklist for informational reading provides a means for interpreting and recording what students' written and oral responses to informational books show about their reading skills.

Description

This checklist for informational reading is organized into two sections:

- using information from the text
  - —organizing ideas
- using students' own knowledge and information from the text
  - —synthesizing information
  - —reflecting and evaluating

Using the Response Analysis Checklist: Informational Reading

1. Select samples of students' oral or written responses to informational reading to be used for detailed analysis.
2. Look for students' ideas that show they have used information from the text.
3. Look for students' ideas that show they have used their own background knowledge and information from the text.
4. Please note that this checklist may be used for more than one student response.
5. The Diagnostic Teaching Guide provides teaching suggestions for each concept area (e.g. [H]).

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Suggestions from Teachers

I use this checklist as a guide when preparing tests in subject areas. I try to have questions that require students to carry out the behaviors identified in Synthesizing Information and the Reflecting and Evaluating sections of the checklist. I think these kinds of questions really make my students think about the topics they are studying.

This checklist helps me to focus on the specific language learning behaviors students are demonstrating. I use it when they gather and organize information to present their learning in written or oral reports.

I make a point of noting whether students are using both information from the text and their own knowledge. This information helps me to plan instruction focused on students' needs.

I discuss and model many of the criteria on this checklist with my students. When writing in their learning logs I encourage them to do some of these things: develop questions to guide their reading, summarize information, make generalizations, relate personal experience to what is learned, and express and support opinions or interpretations of what is read. Then, I use these criteria to assess the learning that students show through writing in their learning logs.

I use these codes when completing a response analysis.
✔—students demonstrate the objective independently
A—students demonstrate the objective with assistance
-- —students did not demonstrate the objective, though the assignment required it
NA—not applicable to the assignment

I used this checklist when I evaluated my students' science projects. Students read informational books, viewed a videotape, interviewed a tour guide, and built a model.

I jot notes for instructional plans on the back of this checklist.

I gave my students the checklist that follows before they completed a written report in social studies. They were therefore aware of criteria they could use to evaluate their own reading skills.

When I write a report I:

__ *ask questions about the topic*
__ *summarize information*
__ *organize ideas*
__ *focus on important ideas*
__ *provide support for important ideas*

Response Analysis Checklist: Informational Reading*

Student's Name _____ **Date(s)** _____

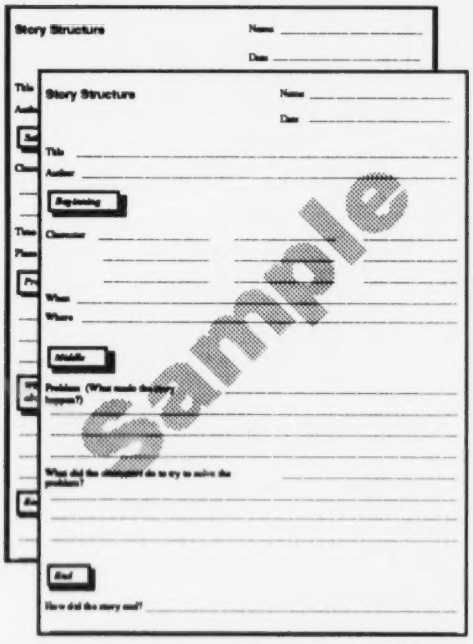
Title of Material(s) Read _____

Student's Product(s) _____

Using information from the text	Using own knowledge and information from the text
Organizing Ideas ___ chooses a topic to study [A.2]** ___ develops plans or questions to guide research [C.2] ___ includes main ideas [I.1] ___ differentiates between important ideas and supporting details [I.1] ___ organizes ideas showing appropriate text structures (e.g., main idea-details, cause-effect, explanation) [D.3] ___ organizes talk or writing around a topic [I.4]	**Synthesizing Information** ___ classifies information and ideas using strategies such as mind-mapping, webbing, clustering [I.2] ___ summarizes information from one source [I.3] ___ summarizes or paraphrases information from several sources [I.3] ___ draws conclusions [I.5] ___ makes generalizations [I.5] **Reflecting and Evaluating** ___ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility of ideas and situations [K.5] ___ expresses opinions on what has been heard or read [K.6] ___ expresses and supports opinions on what has been heard or read [K.6] ___ shares personal responses and interpretations of what has been heard or read [L.1, 2]

*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.
**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Structure Charts
Story Structure Charts



Full-sized copies of these charts are available on the next pages as well as in Appendix C: Blackline Masters.

Purpose

These charts provide a means for gathering information about students' recognition of key features of stories. The charts can also be used as an instructional guide.

By completing these charts, students demonstrate their knowledge of how ideas and information can be organized (concept D) and how they synthesize ideas and information from text (concept I).

Description

One chart is organized by key features that are found in the beginning, middle, and end of stories.

The other chart is organized according to key features of stories:

- setting
- problem
- character response
- resolution

Using the Story Structure Charts

1. Ask students to identify the features of a story they have read by writing or drawing their interpretations in the appropriate section of the structure chart.
2. You may wish to demonstrate the completion of a chart with the whole class or small groups before students are asked to work independently.

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Suggestions from Teachers

I ask students to complete story structure charts to assess the information they have gathered from stories read independently.

I asked my grade 6 students to design their own version of a story structure chart.

My students use story structure charts to plan the features they will show when dramatizing or drawing a cartoon of a story. They also use these charts to plan their own writing.

My students use a story structure chart to identify the features of a story. After this analysis of the story, they are able to look critically at each part to judge how well the story was written.

I turned it into a horizontal chart so that it would more closely resemble the wall chart we use for large group lessons.

I use story structure charts to record the information that students provide when retelling stories. In this way, I can see at a glance whether students recognize key features of stories.

When teaching students how to do retellings of stories, I use story structure charts to show students the kinds of information needed. We work together in completing a story structure chart and we talk about what I expect students to include in their retellings.

I added little pictures for my grade 2 students to circle (e.g. a sun for day and a moon for night).

*I asked my students to put an asterisk beside the **main** characters they had listed on the chart.*

Story Structure

Name _____

Date _____

Title _____

Author _____

Beginning

Characters _____ _____ _____

_____ _____ _____

_____ _____ _____

When _____

Where _____

Middle

Problem (What made the story happen?) _____

_____

_____

_____

What did the characters do to try to solve the problem? _____

_____

_____

_____

End

How did the story end? _____

_____

_____

Story Structure

Name _____

Date _____

Title _____

Author _____

Setting

Characters _____

_____

_____

Time _____

Place _____

Problem

_____

_____

_____

What did they do about the problem?

_____

_____

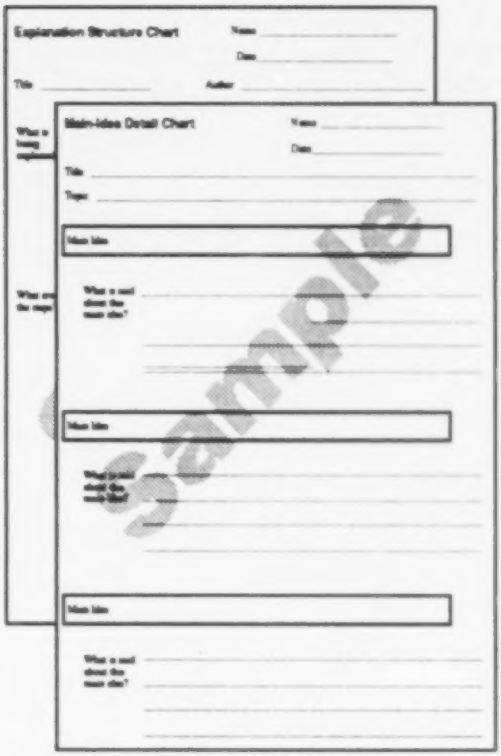
_____

End

_____

_____

Main Idea-Detail Structure Chart
Explanation Structure Chart



Full-sized copies of these charts are available on the next pages as well as in Appendix C: Blackline Masters.

Purpose

These two charts provide a means for teachers to assess students' recognition of how authors have organized ideas and concepts in informational materials.

By completing these charts, students demonstrate their knowledge of how ideas and information can be organized (concept D) and how they synthesize ideas and information from text (concept I).

Description

- The Main Idea-Detail Chart elicits the main ideas presented in the reading material and the details provided to support these ideas.
- The Explanation Structure Chart elicits the procedure being explained in the reading material and the sequenced steps involved in carrying out the procedure.

Suggestions from Teachers

I ask students to complete text structure charts to assess how well they gather and organize information when reading informational material independently.

I use these structure charts to encourage students' awareness of how authors organize ideas in informational materials. I find this helps students to understand materials that they read in social studies, science, and health.

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My students use structure charts to plan the information they will include when reporting what they have learned by reading informational material.

I use these structure charts to show students how they may organize their ideas when they write or talk about what they have learned by reading, listening, viewing, or taking part in hands-on activities in subject areas such as social studies.

I made up a structure chart for the specific book that four of my students were reading. I then helped them to use the chart as a guide when searching for particular details.

Main-Idea Detail Structure Chart

Name _____
Date _____

Title _____

Topic _____

Main Idea

What is said about this main idea? _____

_____

_____

_____

Main Idea

What is said about this main idea? _____

_____

_____

_____

Main Idea

What is said about this main idea? _____

_____

_____

_____

Explanation Structure Chart

Name _____
Date _____

Title _____ Author _____

What is being explained?

What are the steps?

First,

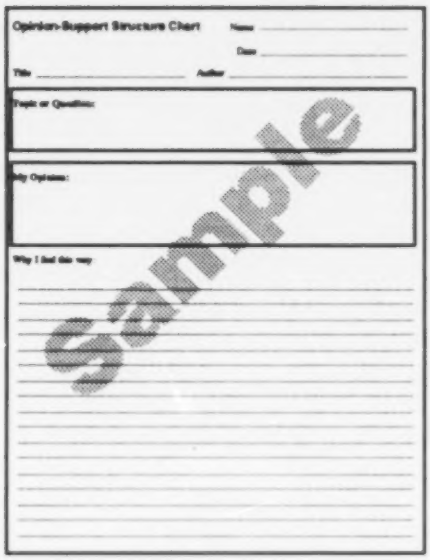
Next,

Third,

Then,

Last,

Opinion-Support Structure Chart



A full-sized copy of this checklist is available on the next page as well as in Appendix C: Blackline Masters.

Purpose

The Opinion-Support Structure Chart may be used:

- to assess students' ability to express and support their opinions about what they have read
- for students' self-evaluation
- as an instructional aid for students who require more guidance

Description

Information that may be recorded on this chart includes:

- a statement of the topic or question
- a statement of the student's opinion
- ideas from the passage or from the student's background experience which support the student's opinion

By completing the Opinion-Support Structure Chart, students demonstrate how they synthesize ideas and information from informational text (concept I) and how they express and support ideas or viewpoints (concept L).

Suggestions from Teachers

My students conducted a mock trial. One character from a story was the accused. Using the information they had recorded on the Opinion-Support Chart, students carried out the trial, taking roles as lawyers for the prosecution and defense, and as witnesses.

My students use this chart to make judgments about how well the authors have written stories, poems, and informational passages. For example, some students used the chart to express and support their view that the format of a new research book made finding information easy.

I use this chart to assess the kinds of information students use when expressing opinions. They can include details from what they read or from personal experience.

I changed the spacing between the lines and added the numbers 1, 2, and 3. Students then gave three reasons for their response to the question "Would you like to have a character from this story as your brother or sister?"

Before I asked my students to complete this chart, I did a demonstration with the whole class. Students contributed their opinions and evidence to support their opinions from their own experience and from what they had read.

Opinion-Support Structure Chart

Name _____
Date _____

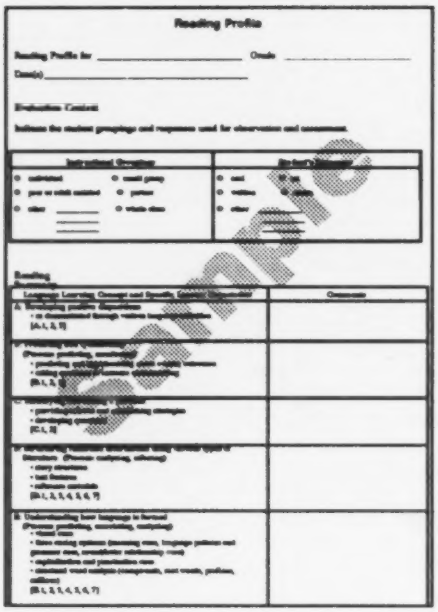
Title _____ Author _____

Topic or Question:

My Opinion:

Why I feel this way:

Summarizing Diagnostic Information
Reading Profile



A full-sized copy of this profile sheet is available on the back of next page as well as in Appendix C: Blackline Masters.

Purpose

The Reading Profile provides a systematic means for recording observations and analyses about a student's reading over an extended period.

Description

- The Evaluation Contexts section of the profile consists of two parts:
  - —Instructional Groupings
  - —Student's Responses
- The Reading Summary section is organized according to the 11 language learning concept areas addressed in the Diagnostic Teaching Guide and in the analysis checklists.

Using the Reading Profile

1. Gather together the anecdotal notes, samples of students' work, and completed analysis sheets that you have used to record your observations and interpretations of students' reading.
2. Note which instructional groupings the student has been involved in.
3. Note what modes of expression students have used to demonstrate their learning.
4. Using the information you have gathered and your informal observations, write your interpretations of what the student has demonstrated in each concept area.
5. For each type of reading listed (fiction, informational, and poetry) comment on the pattern of student responses observed over an extended period. Response analysis checklists are particularly helpful in determining students' tendencies to use information from the text together with their own knowledge to understand what was read.

Suggestions from Teachers

I find the 'Reading Summary' especially useful for summarizing how a student is doing in each language learning concept area. I have it with me during parent-teacher interviews to provide specific information for parents.

Using the Pattern of Responses section helps me to determine a focus for instruction.

I used the Evaluation Contexts section to give me an idea of what students were doing when I was gathering information about their reading. Sometimes I find that I observe far more individual activities than any other kinds of activities, so it's good to keep track. This way I can achieve a better balance of contexts for assessing my students' reading.

I use the Reading Summary to consolidate my information about where a student is experiencing success and where there are difficulties.

I write comments in different colours so that it is easier to code them by date.

Several times a year I use the final summary section to note goals and key instructional strategies.

I keep a Reading Profile in students' assessment portfolios.

I created a class profile by using 3 copies of my class list (one for fiction, one for informational reading, and one for poetry). I put "positive dispositions," "uses information from text," and "uses own knowledge and information from text" across the top of each page. The class profile is useful in planning lessons and making grouping decisions.

This reading summary is a handy way to consolidate my observations and analyses of students' responses to reading.

Reading Profile

Reading Profile for _____ Grade _____

Date(s) _____

Evaluation Contexts

Indicate the student groupings and responses used for observation and assessment.

Instructional Groupings		Student's Responses	
O individual	O small group	O oral	O art
O peer or adult assisted	O partner	O written	O drama
O other _____	O whole class	O other _____	
_____		_____	
_____		_____	

Reading Summary

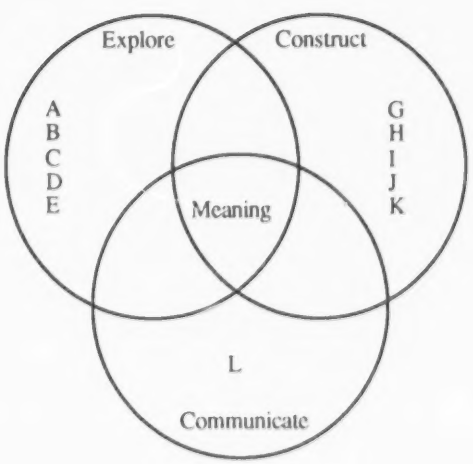
Language Learning Concept and Specific Learner Expectation	Comments
A: Developing positive dispositions • as demonstrated through various language activities [A.1, 2, 3]	
B: Predicting and questioning (Processes: predicting, monitoring) • predicting and hypothesizing about events, outcomes • asking questions to increase understanding [B.1, 2, 3]	
C: Identifying and setting a purpose • providing a focus and establishing strategies • developing questions [C.1, 2]	
D: Structuring ideas and information using various types of literature (Processes: analyzing, inferring) • story structures • text features • reference materials [D.1, 2, 3, 4, 5, 6, 7]	
E: Understanding how language is formed (Processes: predicting, associating, analyzing) • visual cues • three cueing systems (meaning cues, language patterns and grammar cues, sound/letter relationship cues) • capitalization and punctuation cues • structural word analysis (compounds, root words, prefixes, suffixes) [E.1, 2, 3, 4, 5, 6, 7]	

G: Making associations and connections (Processes: associating, analyzing, inferring) • meanings of words • forming visual images [G.1, 2, 3, 4, 5]	
H: Thinking analytically (Processes: analyzing, inferring) • determining fact, fiction, relevant, and irrelevant information • recognizing point of view, purpose, theme, attitudes, mood • recognizing such elements of oral or written presentation as humour, techniques, events, relationships • noting features, qualities, and behaviors of characters [H.1, 2, 3, 7, 8, 9, 10, 11, 12]	
I: Synthesizing ideas and information (Processes: synthesizing, associating) • retelling, differentiating, and categorizing • summarizing and paraphrasing • drawing conclusions and making generalizations [I.1, 2, 3, 4, 5]	
J: Assuming responsibility for monitoring learning (Process: monitoring) • using all three cueing systems to check and modify predictions • using strategies to help make sense when reading or listening [J.2, 3]	
K: Reflecting on and evaluating learning experiences • judging effectiveness • relating situations in stories, poems, and informational books to personal experiences and what is known [K.2, 3, 5, 6]	
L: Expressing ideas and viewpoints • sharing personal opinions, responses, interpretations • appreciating language [L.1, 2, 3]	

Pattern of Responses

	Shows positive dispositions toward reading	Uses information from the text	Uses own knowledge and information from the text
Fiction			
Informational			
Poetry			
Focus For Instruction			

Appendices



Appendix A contains:

- examples of how to keep anecdotal records
- samples of completed checklists
- samples of assessment files containing reading profiles

Appendix B contains:

- guidelines to consider when selecting books for children
- detailed listing of the concepts and specific learner expectations in this language learning framework
- details on how 1986 DRP evaluation strategies can be used to provide information about students' reading in relation to the language learning framework

Appendix C contains:

- blackline masters of the checklists and charts presented in this document

Appendix A: Analyzed Samples of Students' Work

Anecdotal Notes: Individual Record (Emergent Reader) 81

Anecdotal Notes: Individual Reader (Grade 6 student) 83

Anecdotal Notes: Observing Several Students 84

Reading Behavior Analysis Checklist 85

Oral Reading Analysis Checklist 87

Response Analysis Checklist: Fiction (Grade 2 student) 88

Response Analysis Checklist: Fiction (Grade 4 student) 90

Response Analysis Checklist: Informational Reading (Grade 2 student) 94

Assessment file for Sarah (Grade 1 student)
(includes completed reading profile) 97

Assessment file for Jeremy (Grade 5 student)
(includes completed reading profile) 107

Anecdotal Record Keeping

Activities in classrooms involve a great number of interactions and teachers do not write notes about everything that happens. A great deal of diagnostic information can be gleaned from informal observations and only some of this is written as anecdotal notes. The samples of anecdotal notes presented here have been edited for clarity. In actual practice, teachers create or modify record keeping systems, make quick jot notes, and use personally meaningful shorthand. You will need to tailor anecdotal record keeping to suit your own style and needs. The key factor is that anecdotal notes need to be very descriptive so that instructional plans can be made based on observations.

Is Kaitlin thinking about the story? What does she know about books? Maybe I should do a "Shared Storybook Activity" to find out more.

She needs one-on-one reading with someone. Maybe I'll match her with another student or a parent volunteer to help her focus on the book.

Maybe I should let her do the tracking next time we share a big book.

She's starting to focus on features of print and to explore the relationship between sounds and letters.

She still needs opportunities to identify letters and words in familiar books.

Maybe some cloze activities in a group with Vanessa and Terry will help her.

Teacher Thinks

A collection of thoughts such as these forms the basis of a teacher's anecdotal comments.

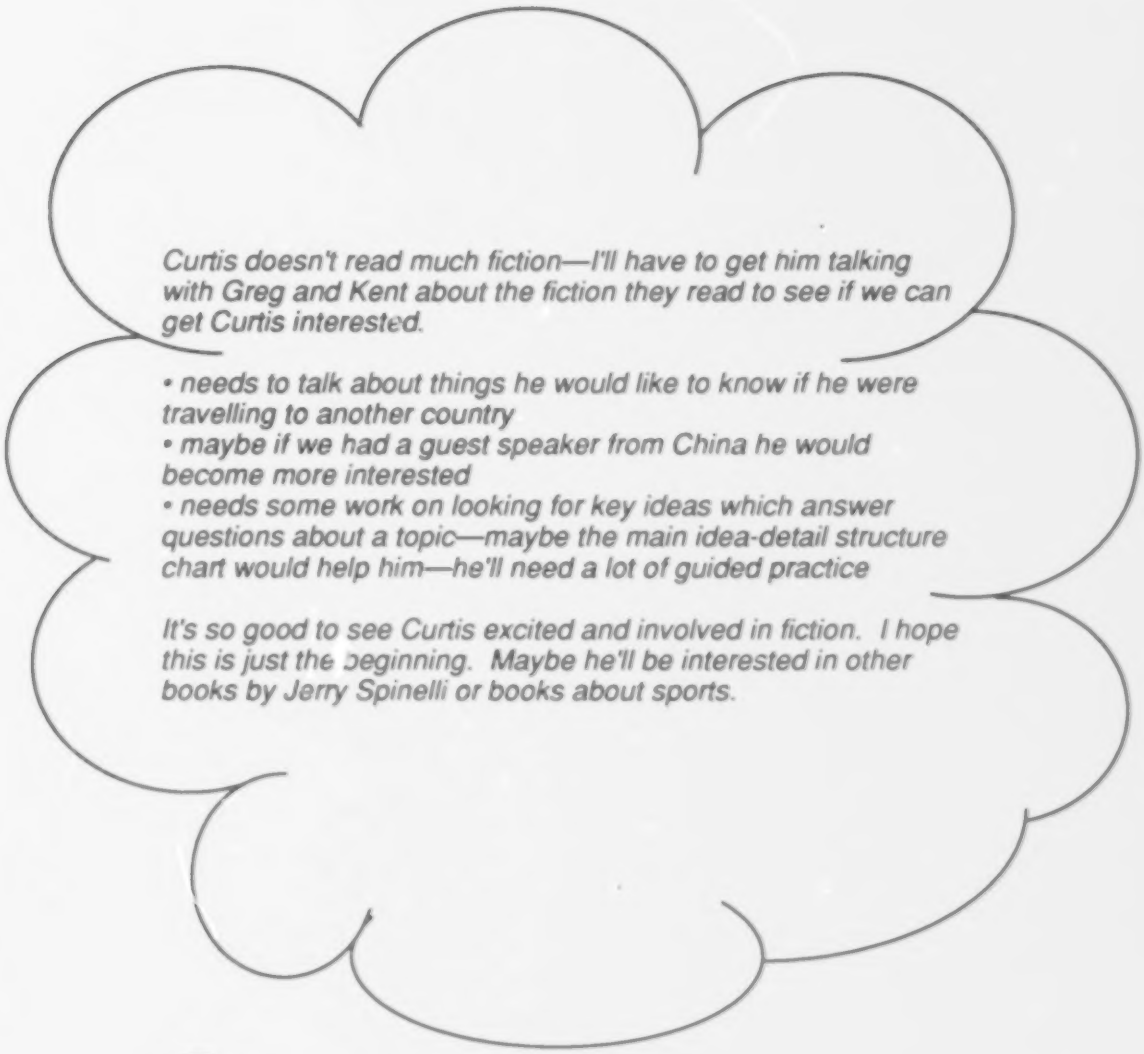
Anecdotal Notes: Individual Record

Emergent Reader

Student's Name *Kaitlin—Emergent Reader*

Observations	Comments and Plans
Kaitlin *Sept. 9* *I read* Angel and the Polar Bear *to class.* • *sits near back of group* • *plays with shoes while listening*	• *needs one-on-one reading (perhaps match her with parent volunteer)* • *try Shared Storybook Activity with her*
Kaitlin *October 5* *shared reading with big book (2nd day we've read it)* • *mumbles as we read the book but doesn't look at the book*	• *needs to focus on book* • *help her with tracking*
Kaitlin *November 16* *read* How the Pelican Got His Baggy Beak *several times. Now doing a shared writing activity of a new version of story as a class.* • *supplied some beginning sounds as words were written*	• *needs to work on matching sounds and letters* • *involve her in small group cloze activities*

This typeface indicates teachers' handwriting.


Curtis doesn't read much fiction—I'll have to get him talking with Greg and Kent about the fiction they read to see if we can get Curtis interested.
• needs to talk about things he would like to know if he were travelling to another country
• maybe if we had a guest speaker from China he would become more interested
• needs some work on looking for key ideas which answer questions about a topic—maybe the main idea-detail structure chart would help him—he'll need a lot of guided practice
It's so good to see Curtis excited and involved in fiction. I hope this is just the beginning. Maybe he'll be interested in other books by Jerry Spinelli or books about sports.

Teacher Thinks

A collection of thoughts such as these forms the basis of a teacher's anecdotal comments.

Anecdotal Notes: Individual Record

Grade 6 Student

Student's Name *Curtis—Grade 6*

Observations	Comments and Plans
Curtis *Sept. 20* • *selects two books on battleships* • *flips through books looking at pictures and reading print occasionally* • *pokes Steven to share pictures he finds particularly interesting*	• *not reading much fiction* • *perhaps pair him with Greg and Kent*
Curtis *November 16* *travel brochure* • *saw a picture he liked in an article on Beijing so chose Beijing as his city* • *often copies whole sentences from book as he takes notes*	• *needs help in looking for key ideas when taking notes* • *perhaps invite a guest speaker to get him interested*
Curtis *January 12* *Reader's Workshop* • *really got involved in discussion of the book* Maniac Magee • *thought it was impossible for main character to bunt a frog; told of a time when someone had pitched him a grapefruit and it had splattered all over him*	• *Curtis is excited about fiction!*

This typeface indicates teachers' handwriting.

Anecdotal Notes: Observing Several Students

Student *Jessica* Date *November 16* Activity *travel brochure.* • *after 40 minutes hadn't found a topic—changed her mind twice because she couldn't find the right books*	Student *Shauna* Date *November 16* Activity *travel brochure* • *chose Beijing because she could find a lot of information on it* • *reads through the passages she has chosen until she finds an answer to one of her questions and then writes it down on her outline*
Student *Curtis* Date *November 16* Activity *travel brochure* • *saw a picture he liked in an article on Beijing so chose Beijing as his city* • *copies whole sentences from book as he takes notes*	Student _____ Date _____ Activity _____
Student *Brad* Date *November 16* Activity *radio play with Spencer* • *confidently and fluently read his parts* • *very expressive voice*	Student _____ Date _____ Activity _____
Student *Spencer* Date *November 16* Activity *radio play with Brad* • *had a lot of fun with his part—read in a wicked, scratchy voice* • *confidently and fluently read his parts*	Student _____ Date _____ Activity _____

This typeface indicates teachers handwriting.

Reading Behavior Analysis Checklist

Name *Crystal—Grade 4* Dates of Observations *Sept. 7/ Oct. 15/ Jan. 20/ Apr. 16*

Activities Observed *silent reading/group work on pioneers/daily journal writing/student-teacher conference/dramatizing*

Reading Behaviors	Comments
Student Demonstrates Positive Dispositions Toward Reading ✓ engages in reading behaviors [A.1] ✓ shows an enjoyment of reading [A.1, 2, 3] ✗ chooses a variety of genres to read [A.2]	*prefers fiction* *seldom chooses informational books*
Predicting Events and Content ✓ predicts events or outcomes using a variety of clues [B.1] ___ predicts probable content of informational text using: ✓ title, headings ✗ table of contents, index ✗ italics, boldface print, indentation [B.1; D.4, 5]	*eagerly makes oral predictions (especially when reading stories)* *had difficulty finding information about pioneers (needs more help in using table of contents, etc.)*
Setting a Purpose ✓ chooses a topic to study [A.2; C.2] ✗ locates material related to a topic [D.1, 3, 4, 5, 6 7] ✗ asks questions when reading does not make sense [B.3; J.3] ___ develops questions to guide reading [B.3; C.2] ___ asks questions to extend or further explore concepts [B.3] ___ develops plans or poses questions to organize information [C.2]	*chooses topics with ease* *needs encouragement to ask more questions* *try to help her become more actively involved in her reading*
Associating and Making Connections ✓ recognizes meanings of words encountered in a number of contexts [G.2] ✓ uses experience with literary devices and figurative language when reading [G.3] ✓ forms visual images [G.4] ✓ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility [K.5]	*sometimes uses similies in journal writing ("Today our bus was as slow as a turtle.")* *her actions during her dramatization of part of the book* Trouble River *clearly showed the images she formed while reading about the characters sailing on a raft in the river*
Monitoring ___ uses knowledge of semantics, syntactics, and graphophonics to check initial predictions relating to words, sentences, or content [J.2] ___ revises predictions or makes new ones based on this process [J.2] ___ recognizes when reading does not make sense [J.3] ___ uses strategies to overcome difficulties with content, sentence structure, and vocabulary [J.3]	*needs help in monitoring; tends to be satisfied with "smooth" reading even when a meaning change results* *increased attention to meaning is becoming more evident (Jan. 20)* *This typeface indicates teachers' handwriting.*

Oral Reading Analysis Checklist

Student's Name *Michael* **Date** *February 2*

Title of Book *The Teacher From the Black Lagoon*

Record of Miscues (Some Examples)

Word or Phrase from Passage	Miscue (Word or Phrase)	Self-Corrects Miscues
nostril	*nose*	
blackboard	*chalkboard*	
rising	*running*	
curls	*cuts*	✔

Interpretation of Oral Reading

Student's Use of Cueing Systems	Comments
Uses semantic, syntactic, and graphophonic cues flexibly [E.5] ☒ reads fluently ☒ reads with expression	*stops fairly often to try to identify words*
Uses cueing systems to check and revise [J.2] ☒ miscues are self-corrected	*occasionally*
Uses three cueing systems 1. **Semantic Cues** [E.2] ☑ miscues are meaningful	*uses picture cues a lot*
2. **Syntactic Cues** [E.3] ☑ miscues are grammatically correct	
3. **Graphophonic Cues** [E.4] ☒ miscues are phonetically similiar to text words	

Note: To obtain more detailed information about students' word identification strategies, use the Oral Reading Miscues Strategy, pages 21–36 of the *Evaluation Strategies*, Handbook 1 of the 1986 Diagnostic Reading Program.

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Response Analysis Checklist: Fiction

Grade 2 Student

Classroom Activity

This sample was collected during a language learning class. While the class was working on an assignment at their desks, I asked Shaun to come up to my desk. I asked him to retell the story focussing on the problem and how it was solved. While he spoke, I jotted down what he said and then he returned to his activity at his desk. (It took approximately 2 minutes to gather this information.)

Shaun's Retelling of *Paddington at the Circus*

"Paddington went to the circus. He'd never been to one before . . . and . . . um, he tries to help but he thinks that the guys were going to get hurt, but they were just doing the act and he got stuck up there and the big guy had to use his bucket to get him down."

Teacher Thinks

- *Shaun knows the fact that Paddington has never been to a circus is the key to understanding the story. He says, "he tries to help but he thinks that the guys were going to get hurt, but they were just doing the act." This shows that Shaun knows that Paddington's lack of experience with circuses caused him to try to help the clown.*

Response Analysis Checklist: Fiction*

Student's Name *Shaun* **Date(s)** *November 12*

Title of Material(s) Read *Paddington at the Circus*

Student's Product(s) *Oral Retelling*

Using information from the text

Story Structure and Events

___ recognizes openings, events, and conclusions [D.2]**

✓ recognizes setting, problem, character response, resolution [D.2]

___ recognizes that plot is built around internal and external responses of the main character [D.2]

✓ recalls events [H.10]

___ recognizes explicit relationships between events and characters [H.10]

Character Development

✓ identifies main characters [H.11]

✓ differentiates between main and supporting characters [H.11]

___ identifies change or growth in characters [H.11]

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Using own knowledge and information from the text

Associating and Connecting

___ recognizes the meanings of words encountered in reading and listening [G.1]

___ forms visual images [G.4]

Synthesizing

___ summarizes information [I.3]

✓ summarizes main ideas [I.3]

___ summarizes or paraphrases information from several sources [I.3]

✓ draws conclusions [I.5] *(concludes that Paddington's naiveté about circuses caused his problem)*

___ makes generalizations [I.5]

Inferring

✓ recognizes what causes fictional characters to behave the way they do [H.12] *(knows why Paddington climbed the ladder)*

___ infers implicit relationships [H.10]

___ infers underlying theme [H.3]

Reflecting and Evaluating

___ relates personal experiences to those encountered in their reading and listening [K.5]

___ assesses plausibility of ideas and situations [K.5]

___ expresses opinions on what has been heard or read [K.6]

___ supports own opinions or interpretations [K.6]

___ shares personal responses and interpretations of what was heard or read [L.1, 2]

*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.

**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Response Analysis Checklist: Fiction

Grade 4 student

Classroom Activity
Students read the story as a group. Each student was instructed to choose 8–12 important events from the story. Students then plotted their own emotional reactions to each events on a "Calm-Exciting" graph.

Melanie completes a plot graph of her emotional reaction to *The Tiger Skin Rug*
See Melanie's notes and plot graph on next page.

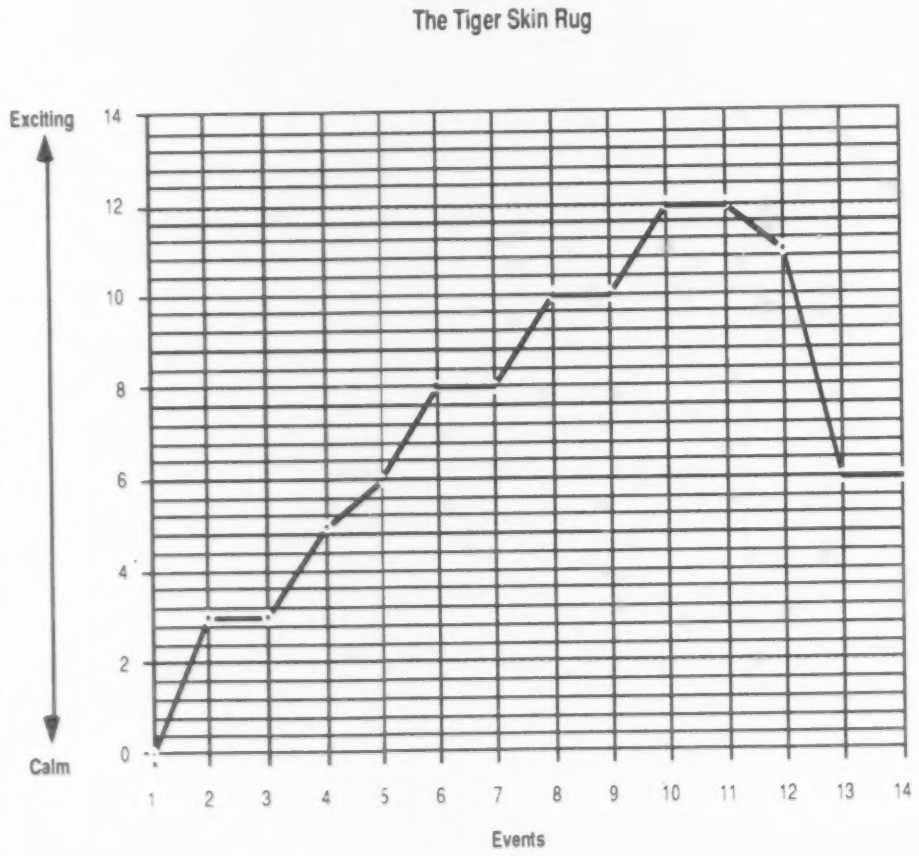
Teacher Thinks

- *Melanie had difficulty transferring her reactions onto the plot graph. Her graph indicates 14 happenings while she wrote about only 11 story events. She keyed in on the main idea for each chapter and she sequenced them correctly. That means she understood the story.*

- *She inferred that the robbers didn't return after their encounter with the tiger when she said, "[they] **likely** didn't return again". This statement was not in the story.*

Melanie completes a plot graph of her emotional reaction to *The Tiger Skin Rug*

1. There was once a tiger that needed foad badly.
2. He wanted to be inside Rajah's palase so he could have good food.
3. Once he saw one of the servents beatings on a tiger skin rug, that gave the old worn out tiger an idea.
4. As the sarvents back was turned and jumped over the wall and hid him self over the line.
5. After tiger was put in the dining hall supper was ready, after supper was done he ate all the scraps and tea.
6. He did not that for quite awhile, then he got worried, because he was getting fatter.
7. One day Rajah said the tiger would have to go if the servents could not get the smell to go away.
8. One night tiger could not sleep there (then) he heard a noise Rajah came out and saw some robbers. The robers pulled out sharp knives.
9. Tiger jumped out and rescued Rajah.
10. The robers were so scared they jumped out the window and likely didn't return again.
11. Rajah was so pleased he said this tiger will stays for ever.



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Grade 4 student

Classroom Activity

Students read several chapters of *Charlotte's Web* independently. After a class discussion of Wilbur's feelings, students independently wrote a letter from Wilbur to another farm animal.

Melanie writes a letter from a character in *Charlotte's Web*

Dear Dr. Porkchop,

I want to tell you my life story starting right when I was born snort snort grunt. When I was born I admit I was a runt. Beeing a pig is most delightfull, until you know you are going to be bacon. I just made a new friend named Charlotte she is a spider. I was sold to Mr. Zuckerman Ferns uncle for six dollars grunt grunt. One time I pushed on a lose board and escaped. Then Mrs. Zuckerman spotted me and lured me back into my pen, with a pail of slops. Please send help! I need to escape or else I will be Mr. Zuckerman's lunch.

Sincerly,
Wilbur the pig

Teacher Thinks

- *Melanie empathizes with Wilbur's situation. "Being a pig is most delightful until you know you are going to be bacon."*
- *She has picked out key details that describe Wilbur's problem and what he is trying to do to solve it.*
- *It's interesting that Melanie sent the letter to a fellow pig (Dr. Porkchop). Maybe she feels that another pig would be more understanding than other animals.*

Response Analysis Checklist: Fiction*

Student's Name *Melanie* **Date(s)** *Jan. 24/ Feb.17*

Title of Material(s) Read *Charlotte's Web/ The Tiger Skin Rug*

Student's Product(s) *Wilbur's letter to another farm animal/ plot graph*

Using information from the text

Story Structure and Events

✓ recognizes openings, events, and conclusions [D.2]**

✓✓ recognizes setting, problem, character response, resolution [D.2] plot graph shows awareness of story structure

✓✓ recognizes that plot is built around internal and external responses of the main character [D.2] *(recognizes Wilbur's attempts to escape his fate)*

✓✓ recalls events [H.10]

✓✓ recognizes explicit relationships between events and characters [H.10]

Character Development

✓✓ identifies main characters [H.11]

✓✓ differentiates between main and supporting characters [H.11]

✓✓ identifies change or growth in characters [H.11] shows that Rajah becomes more accepting of others

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Using own knowledge and information from the text

Associating and Connecting

✓ recognizes the meanings of words encountered in reading and listening [G.1] *('lured'; 'slops')*

___ forms visual images [G.4]

Synthesizing

✓ summarizes information [I.3]

___ summarizes main ideas [I.3]

___ summarizes or paraphrases information from several sources [I.3]

✓✓ draws conclusions [I.5] *(about Wilbur's future: she says Wilbur will be bacon)*

___ makes generalizations [I.5]

Inferring

✓ recognizes what causes fictional characters to behave the way they do [H.12]

✓✓ infers implicit relationships [H.10] *(shows Rajah's intolerance of others)*

___ infers underlying theme [H.3]

Reflecting and Evaluating

✓ relates personal experiences to those encountered in their reading and listening [K.5] *(empathizes with Wilbur)*

✓ assesses plausibility of ideas and situations [K.5]

✓✓ expresses opinions on what has been heard or read [K.6]

✓✓ supports own opinions or interpretations [K.6] *(tells why Wilbur needs help)*

___ shares personal responses and interpretations of what has been heard or read [L.1, 2]

*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.

**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Response Analysis Checklist: Informational Reading

Grade 2 student

Classroom Activity
In small groups, students discussed what they know about moles. Independently, they wrote what they knew about moles and then questions they wanted to answer. Students read the poem and then wrote answers to their questions based on the poem.

Carla's Response to the poem "*Our Mole*"

What do you know?	What did you learn?
I know that a mole is brown. What do you want to find out? 1. What a mole dis to get read for Winter? 2. Where a mole lives? 3. How a mole gose in his home? 4. What it eats? 5. If it eats people? 6. If it can run? 7. If it has babys? 8. What was the age it gos up to? 9. Is there eny enemys?	1. That a mole lives in hole. 2. A mole eats flowers. 3. That they make a nest. 4. A mole has a short tale. 5. A mole takes guk. 6. A moles grey. 7. That they looke like a mouse. 8. A mole has to path ways out. 9. That he lives under the lawn. 10. He gets up at dawn. 11. He covers himself with dandelions. 12. Cats and dogs are moles enemies. 13. Moles don't like wanter.

Teacher Thinks

- *Where did she get the idea that a mole takes guk?*
- *Used details from the picture to describe what moles look like. Is that why she has changed her original idea about the colour?*
- *Inferred that moles make nests (this is supported by the poem and picture).*
- *Inferred that moles cover themselves with dandelions (this really isn't supported by the poem and picture).*

Response Analysis Checklist: Informational Reading*

Student's Name *Carla* **Date(s)** *March 4*

Title of Material(s) Read *'Our Mole' (a poem by Lois Simmie)*

Student's Product(s) *Chart—what do you know/what do you want to find out/what did you learn?*

Using information from the text	Using own knowledge and information from the text
Organizing Ideas ___ chooses a topic to study [A.2]**	**Synthesizing Information** ___ classifies information and ideas using strategies such as mind-mapping, webbing, clustering [I.2]
✓ develops plans or questions to guide research [C.2] *(Is aware of range of details one needs to find out about an animal.)*	✓ summarizes information from one source [I.3]
___ includes main ideas [I.1]	___ summarizes or paraphrases information from several sources [I.3]
___ differentiates between important ideas and supporting details [I.1]	✓ draws conclusions [I.5]
✓ organizes ideas showing appropriate text structures (e.g. main idea-details, cause-effect, explanation) [D.3] *(recognized details that answered her questions; inferred other details not in the poem; e.g., moles don't like water)*	___ makes generalizations [I.5]
	Reflecting and Evaluating
___ organizes talk or writing around a topic [I.4]	___ relates personal experiences to those encountered in reading [K.5]
	___ assesses plausibility of ideas and situations [K.5]
	___ expresses opinions on what has been heard or read [K.6]
	___ expresses and supports opinions on what has been heard or read [K.6]
This typeface indicates teachers' handwriting.	___ shares personal responses and interpretations of what was heard or read [L.1, 2]

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**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

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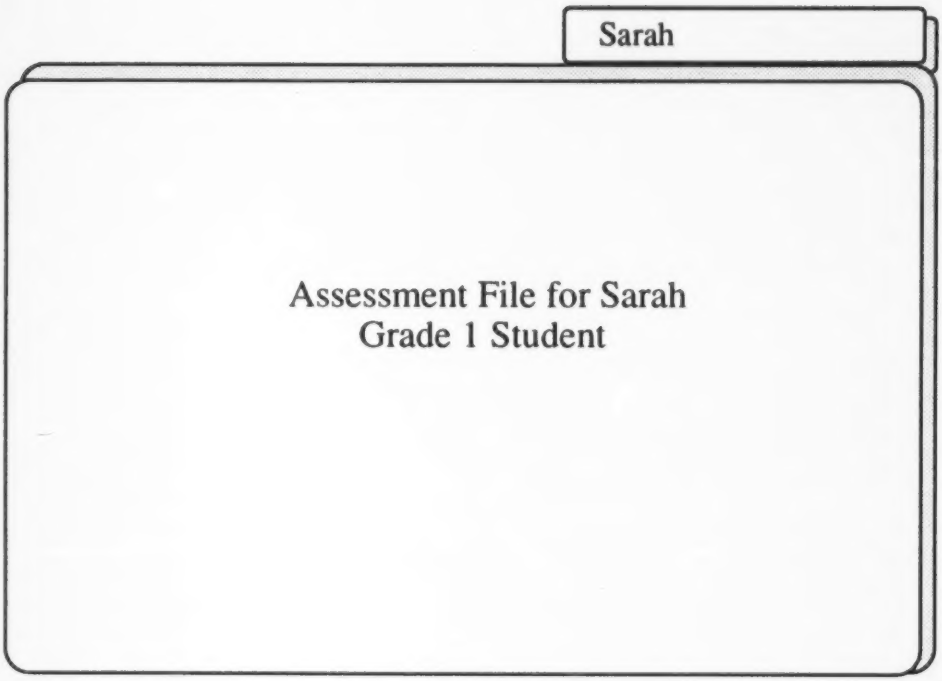
Sarah
Assessment File for Sarah
Grade 1 Student

Emergent Reader Checklist*

Student's Name *Sarah* **Date** *September 20; October 28*

Language Learning Concept Area	Signs of Reading Growth	Facilitating Experiences	Comments
A, C	Shows positive attitudes to books and print	✓ Shares a favourite book at circle time ___ Selects books when given choices ✓ Likes story time	
A	Reads and rereads texts exhibiting reading-like behavior	✓ Engages in big-book sharing and partnered reading of individual books	
C, E	Writes and reads messages using letter-like shapes, letters, words, pictures	___ Participates in writing centre which contains a wide variety of writing materials	
A, C	Sees reading as a meaningful part of life	___ Plays with a variety of literacy materials during dramatic play (e.g., milk cartons, soap boxes, shopping lists) ___ Imitates adult literacy procedures	
A	Reads along with a fluent reader	___ Reads along with "listen and read" tapes, either commercially produced or "homemade" ___ Reads with an experienced reading buddy ___ Participates during readings of enlarged texts ✓ Enjoys paired reading	
E	Displays directionality and develops the ability to match word-space-word	___ Tracks with a pointer during a big-book experience ___ Develops the word-space-word concept during shared reading, individual reading, or individual reading of a favourite story	
D	Understands what a story is	___ Contributes to a shared writing experience ✓ Dictates a story for language experience ___ Participates in story-composing during drama ___ Guesses what will happen in a story ___ "Writes" stories	
A, L	Engages in mumbling, echoing, and completion reading	✓ Experiences big-book sharing episodes ✓ Enjoys shared reading with teacher or buddy	
B, E	Uses predictive strategies to approximate text	___ Completes cloze activities during big book experience and shared reading ___ Shares a favourite book in reading-like manner during circle time ✓ Chimes in with readings of predictable books	
E, G	Reads environmental print	✓ Points to environmental print ✓ Identifies products in photographs ___ Includes environmental print in art work ___ Reads print in classroom displays, (e.g., *Our Favourite Cereals)*	

*Adapted from Moira F. Juliebö (1993). *Resource Book for Helping Young Children to Become Readers.* Edmonton: Reidmore Books, Inc. Reprinted by permission of Reidmore Books Inc.

Language Learning Concept Area	Signs of Reading Growth	Facilitating Experiences	Comments
J	Monitors on the basis of meaning	___ Asks questions during shared reading ___ Links stories to his/her own life ___ Comments when a story does not make sense ___ Substitutes words that make sense ___ Tolerates mistakes that make sense ___ Rereads and reads on to decode words	
E	Understands that print is consistent	✓ Recognizes the same word in different contexts during shared and individual reading ✓ Identifies omissions in a text ___ Develops a sight vocabulary ___ Points to familiar words in a text ___ Shows early spelling development in writing ___ Quickly reads common words	
E	Decodes using word beginnings such as first letter or first syllable	___ While reading orally, for example, sees the word "purple," looks at the picture and says "p, p" before saying, "purple dog"	
E	Begins to develop phonic generalizations	___ Uses creative phonemic spelling when writing, such as "fss" for "fish" or "Ld" for "learned" ___ Overgeneralizes rules	*not yet consistent*

	Shows Positive Dispositions Toward Reading	Shows an Understanding of How Words, Phrases, Sentences, and Whole Texts are Formed	Relates Personal Experience to Reading
Fiction	*loves storytime*	*beginning to use initial consonants in her own writing*	*tells personal stories that are related to stories read to her*
Informational		*some color names are sight words*	
Poetry	*enjoys rhythms and nursery rhymes and poems*	*predicts words in cloze activities using initial consonants only*	

Instructional Strategies

Continue with cloze activities, shared reading and shared writing, pointing out the relationships between sounds and letters.

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*Adapted from Moira F. Juliebö (1993). *Resource Book for Helping Young Children to Become Readers.* Edmonton: Reidmore Books, Inc. Reprinted by permission of Reidmore Books Inc.

Alternate Form
Checklist for Observing Beginning Readers' Knowledge About Books

(For corresponding questions, see Concept D, Using Experiences with Book Features, in the Diagnostic Teaching Guide)

Student's Name *Sarah* **Dates** *Oct. 4*

Book Features	Comments
1. Identifies ✓ front of book ✓ top of book ✓ title (purpose of title)	
2. Opening a Book ✓ opens book at front with book right side up	
3. Starting to Read ✓ starting point for reading is at top left of page	
4. Directionality ✓ direction for reading is left to right and top to bottom	
5. Page Turning ✓ turns page	
6. Identifying Words and Letters __ matches written and spoken words	*points to a new word whenever she hears another syllable*
__ points to one word	*moves her hand across a line of print*
__ identifies first and last letter of word	*points to whole word rather than to letters*
7. Reading the Book __ student reads book	*started to recite the first line of 'Jack and Jill' when she saw a picture of a boy and girl on a hill*

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Reading Behavior Analysis Checklist

Name *Sarah (Grade 1)* Dates of Observations *Sept. 23/ Oct. 6/ Nov. 15/ Jan. 9*

Activities Observed *listening to teacher read a story/shared reading with big book/ sharing books with a partner/shared writing of a handbook for visiting the dentist's office (after I read the book* A Dentist's Tools *to the class.)*

Reading Behaviors	Comments
Student Demonstrates Positive Dispositions Toward Reading ✓ engages in reading behaviors [A.1] ✓ shows an enjoyment of reading [A.1, 2, 3] ✓ chooses a variety of genres to read [A.2]	*focuses on book* *listens eagerly* *joins in on predictable phrases*
Predicting Events and Content ✓ predicts events or outcomes using a variety of clues [B.1] ___ predicts probable content of informational text using: ___ title, headings ___ table of contents, index ___ italics, boldface print, indentation [B.1; D.4, 5]	*often interjects with what she thinks will happen next*
Setting a Purpose ___ chooses a topic to study [A.2; C.2] ___ locates material related to a topic [D.1, 3, 4, 5, 6 7] ___ asks questions when reading does not make sense [B.3; J.3] ___ develops questions to guide reading [B.3; C.2] ___ asks questions to extend or further explore concepts [B.3] ✗ develops plans or poses questions to organize information [C.2]	*Her handbook for visiting dentist was a disorganized stream of pictures.*
Associating and Making Connections ___ recognizes meanings of words encountered in a number of contexts [G.2] ___ uses experience with literary devices and figurative language when reading [G.3] ___ forms visual images [G.4] ✓ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility [K.5]	*After listening to* Down the Hill, *Sarah told a story about a time when she fell off a sled.*
Monitoring ✓ uses knowledge of semantics, syntactics, and graphophonics to check initial predictions relating to words, sentences, or content [J.2] ___ revises predictions or makes new ones based on this process [J.2] ___ recognizes when reading does not make sense [J.3] ___ uses strategies to overcome difficulties with content, sentence structure, and vocabulary [J.3]	*predicted 'bridge' accurately* *said that is what the trolls were going over and bridge starts with a "b"* *This typeface indicates teachers' handwriting.*

Sarah's Response to the Book *Rosie's Walk*

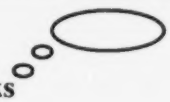
Classroom Activity

The teacher read the book *Rosie's Walk* to the class. After a class discussion of both the fox's and Rosie's motives for their actions in the story, he asked his students to freeze in the position of either the fox or Rosie during one scene from the story. When he tapped them on the shoulder, they voiced the thoughts of the character they were playing.

Heather and Sarah dramatize a scene from *Rosie's Walk*

Heather played the fox. She froze in a threatening position. When tapped on the shoulder, she talked about how good Rosie would taste and how she wasn't going to let that hen trick her again. She didn't like having flour dumped on her head.

Sarah played Rosie. She froze in a carefree position. When tapped on the shoulder, she talked about what a nice day it was for a walk.



Teacher Thinks

- *The students infer that the fox feels Rosie is setting traps to avoid getting caught and that Rosie is nonchalant and unaware of the danger she is in.*

Response Analysis Checklist: Fiction*

Student's Name *Heather and Sarah* **Date(s)** *Nov. 12*

Title of Material(s) Read *Rosie's Walk —read aloud by teacher*

Student's Product(s) *tableau of one scene (Heather was the fox and Sarah was Rosie)*

Using information from the text	Using own knowledge and information from the text
Story Structure and Events ___ recognizes openings, events, and conclusions [D.2]** ✓ recognizes setting, problem, character response, resolution [D.2] ___ recognizes that plot is built around internal and external responses of the main character [D.2] ✓ recalls events [H.10] ✓ recognizes explicit relationships between events and characters [H.10] *(recognized that fox wants to eat Rosie)* **Character Development** ✓ identifies main characters [H.11] ___ differentiates between main and supporting characters [H.11] ___ identifies change or growth in characters [H.11]	**Associating and Connecting** ___ recognizes the meanings of words encountered in reading and listening [G.1] ___ forms visual images [G.4] **Synthesizing** ___ summarizes information [I.3] ___ summarizes main ideas [I.3] ___ summarizes or paraphrases information from several sources [I.3] ___ draws conclusions [I.5] ___ makes generalizations [I.5] **Inferring** ✓ recognizes what causes fictional characters to behave the way they do [H.12] *(when voicing their thoughts Heather and Sarah showed their awareness of Rosie's naiveté and the fox's persistence in stalking Rosie)* ___ infers implicit relationships [H.10] ___ infers underlying theme [H.3] **Reflecting and Evaluating** ___ relates personal experiences to those encountered in their reading and listening [K.5] ___ assesses plausibility of ideas and situations [K.5] ___ expresses opinions on what has been heard or read [K.6] ___ supports own opinions or interpretations [K.6] ___ shares personal responses and interpretations of what was been heard or read [L.1, 2]

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**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Reading Profile

Reading Profile for *Sarah* Grade *1*

Date(s) *Oct. 15/ Dec. 3*

Evaluation Contexts

Indicate the student groupings and responses used for observation and assessment.

Instructional Groupings		Student's Responses	
● individual	O small group	● oral	● art
● peer or adult assisted	● partner	● written	● drama
O other(s) _____	● whole class	O other(s) _____	

Reading Summary

Language Learning Concept and Specific Learner Expectation	Comments
A: Developing positive dispositions • as exhibited through various language activities [A.1, 2, 3]	*enjoys reading with a partner and listening to stories and poems participates in shared reading*
B: Predicting and questioning (Processes: predicting, monitoring) • predicting and hypothesizing about events, outcomes • asking questions to increase understanding [B.1, 2, 3]	*predicts endings and asks questions when listening to stories*
C: Identifying and setting a purpose • providing a focus and establish strategies • developing questions [C.1, 2]	
D: Structuring ideas and information using various types of literature (Processes: analyzing, inferring) • story structures • text features • reference materials [D.1, 2, 3, 4, 5, 6, 7]	
E: Understanding how language is formed (Processes: predicting, associating, analyzing) • visual cues • the three cueing systems flexibly (meaning cues, language patterns and grammar cues, sound/letter relationship cues) • capitalization and punctuation cues • structural word analysis (compounds, root words, prefixes, suffixes) [E.1, 2, 3, 4, 5, 6, 7]	*uses context and initial consonants to predict words*

G: Making associations and connections (Processes: associating, analyzing, inferring) • meanings of words • forming visual images [G.1, 2, 3, 4, 5]	
H: Thinking analytically (Processes: analyzing, inferring) • determining fact, fiction, relevant and irrelevant • recognizing point of view, purpose, theme, attitudes, mood • recognizing such elements of oral or written presentation as humour, techniques, events, relationships • noting features, qualities and behaviours of characters [H.1, 2, 3, 7, 8, 9, 10, 11, 12]	
I: Synthesizing ideas and information (Processes: synthesizing, associating) • retelling, differentiating, and categorizing • summarizing and paraphrasing • drawing conclusions and making generalizations [I.1, 2, 3, 4, 5]	*retellings don't always include key details*
J: Assuming responsibility for monitoring learning (Process: monitoring) • using all three cueing systems to check and modify predictions • using strategies to help make sense when reading or listening [J.2, 3]	
K: Reflecting on and evaluating learning experiences • judging effectiveness • relating situations in stories, poems, etc. to personal experiences and what is known [K.2, 3, 5, 6]	*often speaks of situations in her life that are similar to situations of characters in stories*
L: Expressing ideas and viewpoints • sharing personal opinions, responses, interpretations • appreciating language [L.1, 2, 3]	

Pattern of Responses

	Shows positive dispositions toward reading	Uses information from the text	Uses own knowledge and information from the text
Fiction	*yes*	*needs more help*	*predicts; uses context; relates own life to stories*
Informational	*yes*	*needs assistance*	*has difficulty (e.g., information about dentists)*
Poetry	*yes*	*beginning to note print patterns in rhyming text*	

Focus For Instruction

- *needs work with identifying openings, events, and conclusions*
- *continue to work on phonics (cloze activities, shared reading, and shared writing)*
- *continue activities which foster her positive attitude toward reading*

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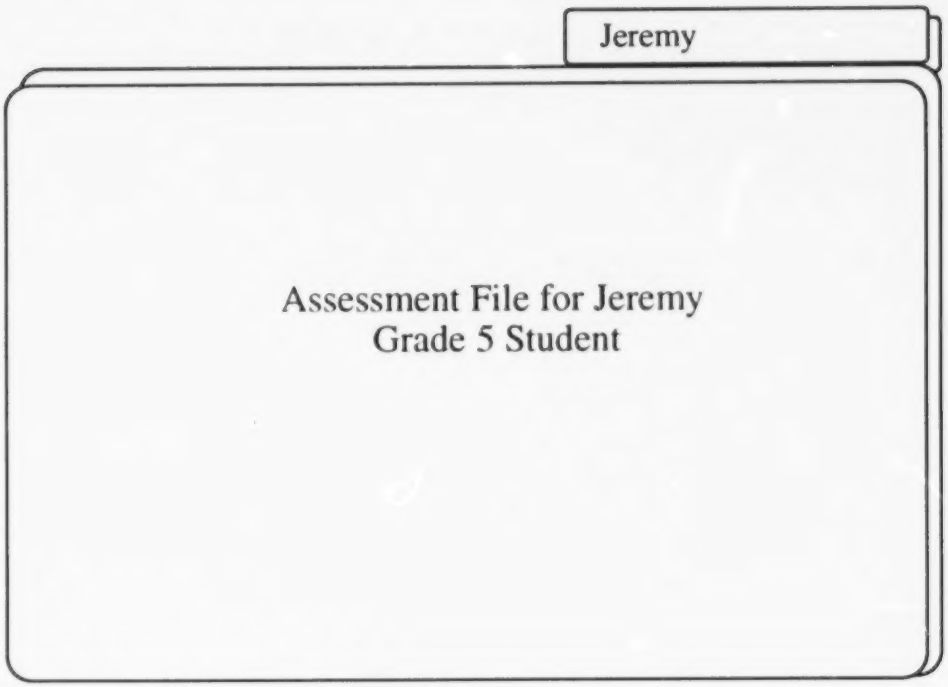

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Oral Reading Analysis Checklist

Student's Name *Jeremy* **Date** *October 18*

Title of Book *Earthquake*

Record of Miscues (Some Examples)

Word or Phrase from Passage	Miscue (Word or Phrase)	Self-Corrects Miscues
continental	*continents*	✔
surface	____	✔

Interpretation of Oral Reading

Student's Use of Cueing Systems	Comments
Uses semantic, syntactic, and graphophonic cues flexibly [E.5] ↙ reads fluently __ reads with expression	• *fairly fluent considering that this informational text contained many difficult words*
Uses cueing systems to check and revise [J.2] ↙ miscues are self-corrected	• *hesistated slightly before words like 'continental'*
Uses three cueing systems 1. **Semantic Cues** [E.2] ↙ miscues are meaningful	• *was able to tell me the meaning of 'fault zone' after he finished reading the page*
2. **Syntactic Cues** [E.3] ↙ miscues are grammatically correct	
3. **Graphophonic Cues** [E.4] ↙ miscues are phonetically similiar to text words	

Note: To obtain more detailed information about students' word identification strategies, use the Oral Reading Miscues Strategy, on pages 21–36, *Evaluation Strategies*, Handbook 1 of the 1986 *Diagnostic Reading Program.*

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Reading Behavior Analysis Checklist

Name *Jeremy (Grade 5)* Dates of Observations *Sept. 19/Oct. 28/Dec. 3/Feb. 6*

Activities Observed *silent reading/ student-teacher conference/ working on 'Koalas' report*

Reading Behaviors	Comments
Student Demonstrates Positive Dispositions Toward Reading ✓ engages in reading behaviors [A.1] ✓ shows an enjoyment of reading [A.1, 2; L.3] ___ chooses a variety of genres to read [A.2]	• *shares interesting information he has learned from his reading with his friends and teacher* • *chooses to read only informational books, though does get involved in fiction when it is assigned*
Predicting Events and Content ✓ predicts events or outcomes using a variety of clues [B.1] ✓ predicts probable content of informational text using: ✓ title, headings ✓ table of contents, index ✓ italics, boldface print, indentation [B.1; D.4, 5]	• *skimmed titles, boldface print, and table of contents when looking for information*
Setting a Purpose ✓ chooses a topic to study [A.2; C.2] ✓ locates material related to a topic [D.1, 3, 4, 5, 6, 7] ✓ asks questions when reading does not make sense [B.3; J.3] ✓ develops questions to guide reading [B.3; C.2] ✓ asks questions to extend or further explore concepts [B.3] ✓ develops plans or poses questions to organize information [C.2]	• *has lots of questions he wants answered when he reads* • *well organized report—he decided which categories he would use*
Associating and Making Connections ___ recognizes meanings of words encountered in a number of contexts [G.2] ___ uses experience with literary devices and figurative language when reading [G.3] ✓ forms visual images [G.4] ___ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility [K.5]	• *drew a very detailed picture of the setting of his story*
Monitoring ✓ uses knowledge of semantics, syntactics, and graphophonics to check initial predictions relating to words, sentences, or content [J.2] ___ revises predictions or makes new ones based on this process [J.2] ___ recognizes when reading does not make sense [J.3] ___ uses strategies to overcome difficulties with content, sentence structure, and vocabulary [J.3]	• *says he thinks about what would make sense if he reads a word that doesn't seem right; then he looks at letters to confirm* *This typeface indicates teachers' handwriting.*

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Jeremy's Reading Journal Responses

Classroom Activity

In his reading journal, Jeremy responds to books he has read for reader's workshop. He has shared journal responses with his teacher and with members of his reader's workshop group.

Jeremy's reading journal responses following his reading of two novels

Twelve Year Old Vows Revenge

I wonder how Stephen Roos came up with the idea it's so unusiwle it also has an interesting plot and setting. But one part doesn't make sense when Shirly had to do something in front of class and kind of messed up big time and then she went back to her desk and Claire said "way-to-go" and then Shirly said Back "well there's only ten mintuse in grade six Then the teacher said Shirly this will afect your reaport card. But with only ten minutes to go, NOT!

Sadako and the Thousand Paper Cranes

This story reminds me of a boy in Ontario who wanted to save the earth. When he died there was a Save our Earth Club. I wonder what it would be like to have a disease. I only know that it would be hard on the person who has a disease. I felt sorry for Sadako in the story because she saw what happened to Kenji. Mayby she knows it will happen to her someday to.

Teacher Thinks

- *It's good to see that Jeremy is looking at characters' actions and motivations in light of his own experience.*

Response Analysis Checklist: Fiction*

Student's Name *Jeremy* **Date(s)** *Feb. 7/ Apr. 10*

Title of Material(s) Read *Twelve Year Old Vows Revenge/ Sadako and the Thousand Paper Cranes*

Student's Product(s) *Reading journal responses*

Using information from the text	Using own knowledge and information from the text
Story Structure and Events ___ recognizes openings, events and conclusions [D.2]** ___ recognizes setting, problem, character response, resolution [D.2] ✓ recognizes that plot is built around internal and external responses of the main character [D.2] ✓ recalls events [H.10] ✓✓ recognizes explicit relationships between events and characters [H.10] (*recognizes that Kenji's death affects Sadako's hope for her own recovery)* **Character Development** ✓✓ identifies main characters [H.11] ✓ differentiates between main and supporting characters [H.11] ___ identifies change or growth in characters [H.11]	**Associating and Connecting** ___ recognizes the meanings of words encountered in reading and listening [G.1] ___ forms visual images [G.4] **Synthesizing** ___ summarizes information [I.3] ___ summarizes main ideas [I.3] ___ summarizes or paraphrases information from several sources [I.3] ✓ draws conclusions [I.5] (*about the truthfulness of the teacher's threat)* ___ makes generalizations [I.5] **Inferring** ✓✓ recognizes what causes fictional characters to behave the way they do [H.12] ___ infers implicit relationships [H.10] ___ infers underlying theme [H.3] **Reflecting and Evaluating** ✓✓ relates personal experiences to those encountered in their reading and listening [K.5] ✓ assesses plausibility of ideas and situations [K.5] *(knows the last 10 minutes of the school year will not affect report card marks)* ✓ expresses opinions on what has been heard or read [K.6] ✓ supports own opinions or interpretations [K.6] ___ shares personal responses and interpretations of what was heard or read [L.1, 2]

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*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.
**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Jeremy's Written Report

Classroom Activity

Students selected an animal to gather information on and write a report.

Jeremy Writes a Report on Koalas

Nov. 14

Koalas
by Jeremy

Koalas are part of the mammal family just like you and me.

APPEARANCE
Koalas are cute, cuddly animals. Koalas are not bears because they only eat gum leaves. Koalas have bushy ears, rubbery nose that is dark like leather, bright yellow-brown eyes, small rounded tails and they're fluffy. The colour of the koalas is gray. If you looked at a koala you would think it was asleep but it would be awake. Koalas' hands are paws with long sharp nails to help them climb trees. I think this is funny because their second finger is like a thumb. Since koalas are nocturnal their eye sight is very poor in the daylight and so in the night time they can see better.

BABIES
Baby koalas have a soft, cosy place for a home when they are born. It is in their mother's pouch. When the baby is in the pouch it will be sleeping or drinking milk from the mother's two nipples. If the baby doesn't get milk it walls like a human baby.

Koalas are an inch long at birth. They stay in the mother's pouch for six months and then climb on her back. Koalas are full grown at four years.

FOOD
Koalas only eat one kind of food and it is gum leaves from an eucalyptus tree. To get the best leaves the koalas climbs to the top. Aborigines call the koala "One who doesn't drink" because the koala does not need water. They don't need water because of the moisture from the gum leaves.

HABITAT
There are five to six hundred different kinds of gum trees in Australia. The koala also can kills the gum trees by eating all their leaves. Kcalas live in eastern and southern Australia.

OTHER
The koala was an endangered animal but just like the crocodile they came back from the government help. Koalas have no enemies at all.

I have only one last word – G'DAY MATE!

Teacher Thinks

- *Jeremy's voice comes through very clearly in his report. He expressed what he learned about koalas in his own words.*
- *Jeremy's ideas are clearly organized around major headings.*
- *Jeremy can use help with writing topic sentences to introduce the main idea of each section. Some sections have a topic sentence but the 'Habitat' and 'Other' sections need work.*

Response Analysis Checklist: Informational Reading*

Student's Name *Jeremy* **Date(s)** *Nov. 27*

Title of Material(s) Read *several books and articles*

Student's Product(s) *Report on Koalas*

Using information from the text	Using own knowledge and information from the text
Organizing Ideas ✓ chooses a topic to study [A.2] ✓ develops plans or questions to guide research [C.2] *(shown by headings in report)* ✓ includes main ideas [I.1] ✓ differentiates between important ideas and supporting details [I.1] ✓ organizes ideas showing appropriate text structures (e.g. main idea-details, cause-effect, explanation) [D.3] *(uses headings to organize information)* ✓ organizes talk or writing around a topic [I.4]	**Synthesizing Information** ___ classifies information and ideas using strategies such as mind-mapping, webbing, clustering [I.2] ✓ summarizes information from one source [I.3] *(inconsistent use of topic sentences)* ✓ summarizes or paraphrases information from several sources [I.3] *(expresses ideas in his own words)* ___ draws conclusions [I.5] ___ makes generalizations [I.5] **Reflecting and Evaluating** ___ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility of ideas and situations [K.5] ✓ expresses opinions on what has been heard or read [K.6] *(made comments about the Koala's hands)* ✓ expresses and supports opinions on what has been heard or read [K.6] ✓ shares personal responses and interpretations of what was heard or read [L.1, 2] *(ending reflects experience with life in Australia)*

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*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.
**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Reading Profile

Reading Profile for *Jeremy* Grade *5*

Date(s) *Nov. 30; April 15*

Evaluation Contexts

Indicate the student groupings and responses used for observation and assessment.

Instructional Groupings		Student's Responses	
● individual	● small group	● oral	● art
● peer or adult assisted	● partner	● written	O drama
O other(s) _____	● whole class	O other(s) _____	

Reading Summary

Language Learning Concept and Specific Learner Expectation	Comments
A: Developing positive dispositions • as exhibited through various language activities [A.1, 2, 3]	*avid reader of informational books*
B: Predicting and questioning (Processes: predicting, monitoring) • predicting and hypothesizing about events, outcomes • asking questions to increase understanding [B.1, 2, 3]	
C: Identifying and setting a purpose • providing a focus and establish strategies • developing questions [C.1, 2]	*excellent; always has questions he wants answered through reading*
D: Structuring ideas and information using various types of literature (Processes: analyzing, inferring) • story structures • text features • reference materials [D.1, 2, 3, 4, 5, 6, 7]	
E: Understanding how language is formed (Processes: predicting, associating, analyzing) • visual cues • the three cueing systems flexibly (meaning cues, language patterns and grammar cues, sound/letter relationship cues) • capitalization and punctuation cues • structural word analysis (compounds, root words, prefixes, suffixes) [E.1, 2, 3, 4, 5, 6, 7]	*reads expressively* *self-corrected miscues*

G: Making associations and connections (Process: associating, analyzing, inferring) • meanings of words • forming visual images [G.1, 2, 3, 4, 5]	*good at using context cues to figure out meanings of unfamiliar words*
H: Thinking analytically (Process: analyzing, inferring) • determining fact, fiction, relevant and irrelevant • recognizing point of view, purpose, theme, attitudes, mood • recognizing such elements of oral or written presentation as humour, techniques, events, relationships • noting features, qualities and behaviors of characters [H.1, 2, 3, 7, 8, 9, 10, 11, 12]	*shows insight into characters in his journal*
I: Synthesizing ideas and information (Process: synthesizing, associating) • retelling, differentiating, and categorizing • summarizing and paraphrasing • drawing conclusions and making generalizations [I.1, 2, 3, 4, 5]	*good at summarizing main ideas*
J: Assuming responsibility for monitoring learning (Process: monitoring) • using all three cueing systems to check and modify predictions • using strategies to help make sense when reading or listening [J.2, 3]	
K: Reflecting on and evaluating learning experiences • judging effectiveness • relating situations in stories, poems, etc. to personal experiences and what is known [K.2, 3, 5, 6]	
L: Expressing ideas and viewpoints • sharing personal opinions, responses, interpretations • appreciating language [L.1, 2]	*particularly evident in poetry*

Pattern of Responses

	Shows positive dispositions toward reading	Uses information from the text	Uses own knowledge and information from the text
Fiction	*usually*	*retellings are generally accurate*	*particularly evident in his reading journal*
Informational	*certainly*	*learns new vocabulary from reading; uses text features*	*asks questions and categorizes information*
Poetry	*great enjoyment*	*as needed for comprehension*	*often relates a poem read to another experience*

Focus For Instruction

- *encourage Jeremy to select fiction as well as information books*
- *help him to become more aware of authors' use of paragraphing in books he reads*
- *help him to use topic sentences and accurate spelling more consistently in his own writing*

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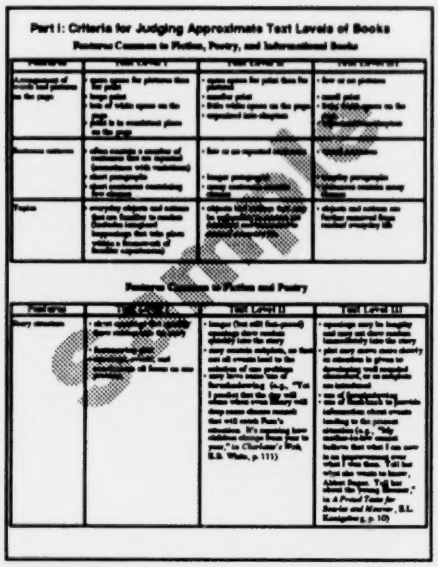
Appendix B: Reference Material

Guide for Selecting Books 118

Language Learning Framework 132

Using 1986 Diagnostic Reading Program Evaluation Strategies 139

Guide for Selecting Books



The complete full-sized guide for selecting books is available on the following pages.

Purpose

The guide may be used to:

- help students select books for independent reading
- judge the appropriateness of books for students
- determine the level of difficulty of books

Description

This guide contains two sections

Part I: Criteria for Judging Approximate Text Levels of Books

Part II: Sample Profiles of Books

Using the Guide for Selecting Books

1. Look through the book, noting the following:

   Fiction, Poetry, and Informational Books
   - —Arrangement of words and pictures
   - —Sentence patterns
   - —Topics

   Fiction and Poetry Books
   - —Structure
   - —Characters
   - —Language
   - —Themes

   Informational Books
   - —Text features

2. Compare the features in the book with the criteria for each of the text levels in this guide.
3. The approximate level of the book is the one that appears most often in your comparison.

* Please note: The criteria in this guide present features of books. To select appropriate books, also consider the students':

- interests
- background knowledge about the topic
- past experience with reading material of a similar style and format
- purposes for reading

Suggestions from Teachers

I use this guide, together with information students give me about their favourite kinds of books, to select literature for assessing students' oral reading and retelling.

I used the "Text Features" section for Informational Books to teach a lesson on organizing information to write a report. Later, I used these criteria when evaluating students' use of text features in their reports.

Features from this guide were helpful to assist students who needed help when choosing library books.

I found this guide a useful reference for making decisions about books to purchase.

This guide was useful when selecting books for class and small group instruction in all subject areas.

I made a large wall chart from this guide so that I could see all the book features at once.

I use this guide as a quick reference when I want to encourage students to read a variety of books.

Awareness of the features of books helps me to determine the approximate difficulty level of materials students read.

Part I: Criteria for Judging Approximate Text Levels of Books

Features Common to Fiction, Poetry, and Informational Books

Features	Text Level I	Text Level II	Text Level III
Arrangement of words and pictures	• more space for pictures than for print • large print • lots of white space on the page • print is in consistent place on the page	• more space for print than for pictures • smaller print • little white space on the page • organized into chapters	• few or no pictures • small print • little white space on the page • organized into chapters
Sentence patterns	• often contain a number of sentences that are repeated (sometimes with variations) • short paragraphs • short sentences containing few clauses	• few or no repeated sentences • longer paragraphs • many sentences contain clauses	• varied sentences • lengthy paragraphs • sentences contain many clauses
Topics	• everyday objects and actions that are familiar to readers (includes imagined happenings that take place within a framework of familiar experiences)	• objects and actions that may be unfamiliar to readers are described and connected to readers' everyday life	• objects and actions are further removed from readers' everyday life

Features Common to Fiction and Poetry

Features	Text Level I	Text Level II	Text Level III
Structure	• short openings that quickly draw readers into the story • fast-moving plot • openings, events, and conclusions all focus on one problem	• longer (but still fast-paced) openings draw readers quickly into the story • may contain subplots, so that not all events lead to the solution of one problem • may have some use of **foreshadowing** (e.g., "Yet I predict that the day will come when even Henry will drop some chance remark that will catch Fern's attention. It's amazing how children change from year to year," in *Charlotte's Web*, E.B. White, p. 111)	• openings may be lengthy and may not draw readers immediately into the story • plot may move more slowly as attention is given to developing well rounded characters, or as subplots are introduced • use of foreshadowing • use of **flashback** to provide information about events leading to the present situation (e.g., "My mother-in-law cannot believe that what I am now is an improvement over what I was then. Tell her what she wants to know, Abbot Suger. Tell her about the young Eleanor," in *A Proud Taste for Scarlet and Miniver*, E.L. Konigsberg, p. 10)

Features Common to Fiction and Poetry

Features	Text Level I	Text Level II	Text Level III
Characters	• fairly explicit relationships between characters • mainly stereotypical characters • characters' motives are clearly shown	• relationships between characters may be implicit • characters have fairly unique qualities • characters' motives may not be clearly shown	• relationships between characters are implicit • characters are unique • characters' motives are inferred through their interactions with others, their thoughts and feelings, etc.
	• characters are not well developed	• main characters are fairly well developed • readers readily identify with characters	• main characters are well developed • readers readily identify with characters
Language	• emphasis on everyday language • use of dialogue • some literary language (e.g., "Once upon a time. . . ") • some use of figurative language such as **personification** (e.g., *Bedtime for Frances*, R. Hoban)	• some use of everyday language • use of dialogue • greater use of literary language (e.g., "Twilight settled over Zuckerman's farm," in *Charlotte's Web*, E.B. White, p. 62)	• some use of everyday language • use of dialogue • greater use of literary language
	• may contain literary devices such as **onomatopoeia** (e.g., "Bang! The sled hit a tree. Thud! The sled hit a rock," in *Frog and Toad All Year*, A. Lobel, p. 14), and **alliteration** (e.g, "Through brush and bush and bramble," from "Full of the Moon," C. Kuskin, in *The Moon's the North Wind's Cooky*; Night poems. ed. S. Russo, p. 25)	• use of literary devices and figurative language such as **hyperbole**	• greater use of literary devices and figurative language such as **metaphor** (e.g., Black swallows swooping or gliding In a flurry of entangled loops and curves, The skaters skim over the frozen river. from "The Skaters," J. G. Fletcher, in *Knock at a Star: A Child's Introduction to Poetry*, eds. X. J. Kennedy and D. M. Kennedy, p. 51)
	• limited use of specialized vocabulary • may contain rhymes	• some specialized vocabulary related to the topic of the literature	• greater use of specialized and unusual vocabulary
Themes	• words and pictures provide a great deal of information about the theme, though readers must draw on their background knowledge and experience to gain a more complete understanding • often deal with the need for security, competence, and being loved/loving others	• print and pictures provide much information about the theme, though readers must draw on their background knowledge and experience • often deal with growing up and doing things independently	• themes are implicit and readers draw heavily on their background knowledge and experience • often deal with individuals' desire for independent achievement • often deal with interrelationships among peers and between young adults and adults

Features of Informational Books

Features	All Text Levels
Text Features	• a table of contents and an index • cues such as underlined words, italics, and boldface print • pointer words and phrases (e.g., "Following are the stories of two great San Francisco earthquakes," in *Earthquake*, C. Lambert, p. 11) • previews of the information in each section • titles that summarize what the section is about • summary statements at the end of each section

Part II: Sample Profiles of Books

Sample Profiles of Fiction—Text Level I

Title: A. Lobel (1976). *Frog and Toad all year*. New York: Harper Trophy.	
Features	Description
Arrangement of words and pictures	• pictures on every page, large print, lots of white space
Sentence patterns	• repeated sentence patterns (e.g. "Bang! The sled hit a tree. Thud! The sled hit a rock. The sled dived into the snow," pp. 14-15) • short sentences containing few or no clauses (e.g, "Frog came running down the hill. He pulled Toad out of the snow," p. 16)
Topics	• everyday actions: sledding
Structure	• all of the events focus on the problem of encouraging Toad to enjoy life with his friend, Frog, rather than staying in bed • short opening quickly draws readers into the problem • fast-moving plot
Characters	• fairly stereotypical characters (e.g., Toad is not a risk-taker and prefers to stay in bed) • the reader does not know too much about the characters except that they are opposites in terms of risk-taking behavior and that they are friends
Language	• everyday language and dialogue (e.g., "Hello Crow!" shouted Toad. "Look at Frog and me. We can ride a sled better than anyone in the world," p. 12)
Themes	• deals with the need for security in order to take risks • words and pictures clearly show Toad's need for Frog's support in order to take risks

Text Level II

Title: E. B. White (1952). *Charlotte's Web*. Toronto: Scholastic.	
Features	Description
Arrangement of words and pictures	• contains chapters, several pictures, fairly small print
Sentence patterns	• fairly long paragraphs • many sentences contain clauses (e.g., "All these sounds made him feel comfortable, for he loved life and loved to be a part of the world on a summer evening," p. 62)
Topics	• the five senses are used to describe farm life for those unfamiliar with it and to provide information about spiders (e.g., "I am not entirely happy about my diet of flies and bugs, but it's the way I'm made . . . All our family have been trappers. Way back for thousands and thousands of years we spiders have been laying for flies and bugs," p. 39)
Structure	• fairly long opening has lively dialogue and action as Fern struggles to keep the new-born runt alive • two storylines: the joint efforts of the barn animals and Fern to keep Wilbur alive, and Fern's development toward adulthood • foreshadowing (e.g., "Yet I predict that the day will come when even Henry will drop some chance remark that will catch Fern's attention. It's amazing how children change from year to year," p. 111)
Characters	• some relationships between characters are implicit (Charlotte shows her affection for Wilbur by mothering him and by weaving words about him into her webs.) • some relationships between characters are explicit (e.g., "You're my best friend and I think you're sensational," p. 91) • characters are well developed, with some being fairly stereotypical (e.g., Templeton, the rat "had no morals, no conscience, no scruples, no consideration, no decency, no milk of rodent kindness, no compunctons, no higher feeling, no friendliness, no anything," p. 46) • some characters are quite unique (e.g., Charlotte is a motherly spider, though she is creative and clever as are stereotypical spiders) • readers can identify with eight-year-old Fern, who enjoys caring for baby animals
Language	• literary language (e.g., "The afternoon passed and evening came," p. 75) • everyday language (e.g., "'Nothing wrong with *this* pig,' said Mr. Zuckerman cheerfully, pressing his knee against Wilbur's behind," p. 128) • special vocabulary is defined (e.g., Charlotte defines the word "sedentary": "Means I sit still a good part of the time and don't go wandering all over creation," p. 61)
Themes	• explicit: friends help each other (e.g., Charlotte wove words about Wilbur into her web so "that Wilbur's life would be saved," p. 85) • implicit: living things change as they grow older (e.g., Fern's growing interest in other children as she loses interest in the barn animals, the baby spiders' leaving the barn to live on their own)

Text Level III

Title: G. Paulsen (1987). *Hatchet*. New York: Bradbury Press.	
Features	Description
Arrangement of words and pictures	• no pictures, fairly small print
Sentence patterns	• varied sentences, lengthy paragraphs • many sentences contain clauses (e.g., "At last he slept again, but already his patterns were changing and the sleep was light, a resting doze more than a deep sleep, with small sounds awakening him twice in the rest of the night," pp. 82–83)
Topics	• survival of a boy in the wilderness • a boy deals with the divorce of his parents
Structure	• use of flashback throughout the story to provide information about what happened that led to the present situation and to show the reader how the character is working through his problems
Characters	• main character is unique and well developed • readers can readily identify with main character's fears and hopes • character's motives are inferred through his actions and thoughts (e.g., "Hope in the fact that he could learn and survive and take care of himself. Tough hope, he thought that night. I am full of tough hope," p. 127)
Language	• literary language (e.g., "He had cried for a time, but that was gone now," p. 3) • specialized vocabulary (e.g., "Brian turned the wheel slightly and the plane immediately banked to the right, and when he pressed on the right rudder pedal the nose slid across the horizon to the right," p. 5) • figurative language such as **metaphor** and **simile** (e.g., "But something caught his ear or nose and he began to turn, and had his head half around, when he saw a brown wall of fur detach itself from the forest to his rear and come down on him like a runaway truck," p. 150)
Themes	• though the main character experiences a physical conflict as he struggles to survive alone in the wilderness, he also has the emotional conflict of dealing with his parents' divorce • to construct meaning from the story, readers draw on their background experience from literature or real life about the struggles of becoming increasingly self-reliant and working through difficult problems independently

Sample Profiles of Informational Text
Text Level I

Title: K. DeSantis (1988). *A dentist's tools*. NY: Dodd, Mead and Company.	
Features	Description
Arrangement of words and pictures	• most pages are filled with black-and-white photographs of children with their dentists, and of dental tools • large print • lots of white space
Sentence patterns	• short paragraphs • many short sentences, though some sentences have clauses (e.g., "The mouth mirror is used to look at your teeth. By moving it gently from tooth to tooth, the dentist can see if they look the way they should," p. 18)
Topics	• addresses questions children may have about going to the dentist
Language	• everyday language (e.g., "It's hard to do a good job of cleaning your teeth when you are little," p. 28) • specialized language is explained (e.g., "Clean teeth have no plaque on them. Plaque is a sticky layer of germs," p. 26)
Text features	• boldface type used for specialized vocabulary • table of contents • chapter titles describe the information found in each chapter (e.g., "Checkup," "Prevention," "Repairing a Tooth")

Text Level II

Title: K. Petty (1987). *Birds of prey*. London: Aladdin Books Ltd.	
Features	Description
Arrangement of words and pictures	• full-page picture followed by half a page of fairly large print and half a page of labelled diagrams
Sentence patterns	• fairly long paragraphs • most sentences do not contain clauses (e.g., "Thirty years ago some birds of prey nearly became extinct," p. 5)
Topics	• some of the birds of prey that are described are not living in North America. Through comparison to birds that are familiar to North American readers and through the inclusion of many illustrations and labelled diagrams, as well as a "spotters' guide," links are made to readers' everyday lives.
Language	• everyday language and specialized language (e.g., "When Montagu's Harrier is showing off to his mate he swoops and somersaults, climbs and dives again," p. 15) • specialized language relating to the topic is explained (e.g., "Vultures do not usually kill for their food. They feed off 'carrion'—the flesh of dead animals," p. 24)
Text features	• titles are descriptive of the information in each section (e.g., "Beaks for Feeding," p. 12) • contains a table of contents and an index

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Text Level III

Title: C. Lampton (1991). *Earthquake*. Brookfield, CT: Millbrook Press.	
Features	Description
Arrangement of words and pictures	• many pages have no pictures • some pages contain photographs with captions
Sentence patterns	• varied sentences, lengthy paragraphs • some sentences contain clauses (e.g., "The earth's crust is made up mostly of hard, rocky substances, though some of these substances have crumbled into dirt from years of exposure to wind and rain and the roots of plants," p. 34)
Topics	• earthquakes are removed from most Alberta readers' experience, but the author creates a scene which allows readers to experience an earthquake vicariously
Language	• specialized language is explained (e.g., "And in still other places, two plates will move along next to one another in a region called a fault zone. A typical fault zone contains a number of faults, unstable junctions or regions between the crystal materials in the two plates," p. 38) • everyday language is also used (e.g., "Now you're not sure if you can even keep standing. You grab the door but start to worry that your house might collapse," p. 8) • contains a glossary of terms
Text features	• contains a table of contents, an index, and a glossary • contains titles which are descriptive of the information in each section (e.g., "What Causes Earthquakes?" p. 29) • uses pointer words (e.g., "Here are a few examples," p. 23) • uses introductory statements (e.g., "To see what continental drift has to do with earthquakes, let's look at the way in which the continents move about on the surface of the earth," p. 34)

Sample Profiles of Poetry Collections
Text Level I

Title of Poetry Collection:	S. Russo. (Ed.) (1976). *The moon's the north winds' cooky: Night poems* NY: Lothrop, Lee & Shepard.
Features	Description
Arrangement of words and pictures	• pictures and words share the page equally • lots of white space • fairly large print
Sentence patterns	• short verses • many repetitions. For example, in "Goodnight" by N. Giovanni, p. 11: *Goodnight Mommy* / *Goodnight Teddy* *Goodnight Dad* / *Goodnight Spot* *I kiss them as I go* / *The moonbeams call me so*
Topics	• everyday happenings and objects (e.g., going to bed in "Goodnight" by N. Giovanni) • poems create imaginative pictures of objects familiar to readers. For example in "Questions at Night" by L. Untermeyer, p. 30: *Why does the sun go down so soon?* *Why do the night-clouds crawl* *Hungrily up to the new-laid moon* *And swallow it, shell and all?*
Structure	• short lines and verses • shape of the poem contributes to its theme. For example, the up and down movement of the barges is shown in the writing of the verses in "River Frost" by F. Frost, p. 20: *Up and down the river* / *Up and down the river* / *Up and down the river* *The barges go:* / *On summer nights* / *The barges go,* *Whether moons are yellow,* / *The barges drift,* / *Up and down the darkness* *Whether stars flow* / *And emerald lights* / *River-winds blow,* *Softly over city,* / *And crimson prick* / *And sleepers in a city* *Softly over town* / *The darkness under* / *And sleepers in a town* *Sleepily the barges* / *Blown-out stars* / *Dream of the barges* *Go up and down.* / *And gathering thunder.* / *Going up and down.*
Language	• everyday words are put together in a literary way (e.g., "Until there's but a rim of scraps" in "The Moon's the North Wind's Cooky" by V. Lindsay, p. 18) • use of figurative language: For example, personification in "The Moon's the North Wind's Cooky" by V. Lindsay, p. 18: *The moon's the North Wind's cooky* *He bites it, day by day,* *Until there's but a rim of scraps* *That crumble all away.*
Themes	• though not explicitly stated, the print and pictures provide a great deal of information about the theme. For example in "My Own Room" by N. Dingman Watson, p. 16: *Up in my bedroom* / *The first or the brightest* *On a winter's night* / *Or the one that blinks afar* *The fir tree ticks the window* / *And after I have wished* *When I put out the light* / *I jump into bed* *The sky is black and cold* / *And the fir tree ticks the window* *The stars flash bright* / *All night by my head* *The moon and clouds roll by* / *But when a storm is raging* *On the windy winter's night* / *Or I hear an owl call* *I shiver as I watch* / *I like to know my brother* *And I wish on a star* / *Is right down the hall.*

Text Level II

Title of Poetry Collection:	J. Prelutsky (1990). *Something BIG has been here*. Toronto: Scholastic Canada.
Features	Description
Arrangement of words and pictures	• drawings on most pages with lots of white space • fairly large print
Sentence patterns	• longer poems, many with three or more verses • some patterned phrases
Topics	• mostly familiar topics: (e.g., "My Family's Sleeping Late Today," p. 124; "My Mother Made a Meatloaf," pp. 66–67; "Little Bird Outside My Window," p. 32)
Language	• some use of literary language. For example, in "Captain Conniption," p. 11: *I'm Captain Conniption,* *the scourge of the sea,* *no private alive* *is as fearsome as me,* *I'm ten times as tough* *as the skin of a whale,* *the sharks cringe in terror* *wherever I sail.* *I'm Captain Conniption,* *the bane of the fleet,* *I don't wash my face,* *and I don't wash my feet,* *I wear a black hat* *and I fly a black flag,* *I'm bad as can be,* *though I don't like to brag.* *When I'm on the deck* *with my cutlass in hand,* *the saltiest sailors* *start sailing for land,* *they know I'm the nastiest* *nautical knave,* *and bold as a brigand* *is bound to behave.* *I'm Captain Conniption,* *and up to no good,* *you'll soon walk the plank* *if I think that you should,* *I'd show you right now* *how I vanquish a foe,* *but I hear my mother,* *so I have to go.* • some use of literary devices. For example, alliteration in "I am Wunk," pp. 20–21: *I am Wunk, a wacky wizard,* *and I wield a willow wand.* *I wave it once, and there you swim,* *a minnow in a pond.* *I wave it twice, and there you sit,* *a lizard on a log.* *I wave it thrice, and there you fly,* *A fly before a frog.* *I am Wunk, a wily wizard,* *and I hold a crystal sphere.* *I spin it with my fingers,* *you've a carrot in your ear.* *I roll it on the table,* *you've an anvil on your head.* *I place it on your pillow,* *you've a lion on your bed.* *I am Wunk, a wondrous wizard,* *and I wear a woolen hat.* *I take it off and fold it,* *you are smaller than a cat.* *I put it in my pocket,* *you are smaller than a mouse.* *Do be quick, your doorbell's ringing . . .* *I am Wunk outside your house.* continued . . .

Title of Poetry Collection:	J. Prelutsky (1990). *Something BIG has been here*. Toronto: Scholastic Canada.
Features	Description
Language	• some use of figurative language. For example, hyperbole in "Picklepuss Pearl," p. 129: *I'm Picklepuss Pearl, and I'm not very nice,* *I'm not made of sugar, I'm not made of spice,* *my attitude's awful, my temper is vile,* *I have no idea what if feels like to smile.* *I'm Picklepuss Pearl, and I'm nasty and sour,* *my wretched expression can wither a flower,* *it takes but a blink of my miserable eye* *for laughing hyenas to break down and cry,* *If I fix your face with my permanent frown,* *your stomach is liable to turn upside-down,* *my stare is so cold it turns water to ice,* *I'm Picklepuss Pearl, and I'm not very nice.* • some specialized language relating to the topic of the poem. For example, in "I am Sitting Here and Fishing," pp. 112–113: *I am sitting here and fishing* *with my trusty rod and reel,* *though I'd like to catch a snapper,* *I would not refuse an eel,* *and a pike would be delightful,* *and a cod would be okay,* *and a bass would be fantastic,* *and a dace would make my day.* *I am hoping for a haddock,* *I am eager for a bream,* *and a perch would be perfection,* *and a pompano supreme,* *I'd be grateful for a grunion,* *I would find a flounder fine,* *I'd be tickled with a pickerel* *or a mackerel on my line.* *But I've yet to get a nibble* *at this little fishing hole,* *I've not seen a single salmon* *or a solitary sole,* *not a minature minnow,* *not the sorriest sardine . . .* *when you're fishing in the desert,* *fish are few and far between.*
Themes	• readers must draw on their background knowledge and experience to a fairly large degree, though the print and pictures provide information about the theme. For example, in the poem, "I Did Not Eat Your Ice Cream," p. 125, it is implied that the narrator did do all of the things that he asserts he did not do. Background experience and knowledge helps the reader understand what is implied.

Text Level III

Title of Poetry Collection:	N. Larrick (1974). *Room for me and a mountain lion: Poetry of open space.* NY: M. Evans and Company.
Features	Description
Arrangement of words and pictures	• some photographs • lots of white space • fairly large print
Sentence patterns	• lengthy poems with many verses • no repetition of phrases
Language	• use of specialized and unusual language. For example, in "Swallows" by T. Hornsby Ferril, p. 83: "I crouched in an arroyo clamping my hands." • use of literary language. For example, in "In the Swamp in Secluded Recesses" by W. Whitman, p. 151: *Solitary the thrush,* *The hermit withdrawn to himself, avoiding the settlements,* *Sings by himself a song.* • use of figurative language. For example, metaphor in "Driftwood" by D. Smythe, p. 100: *Driftwood marks the shore--* *The alphabet of ancients* *Writing a last word.* For example, simile in "Skier" by R. Francis, p. 31: *He swings down like the flourish of a pen* *Signing a signature in white on white*
Topics and Themes	• the poems are grouped in sections with titles such as "High on the Mountainside," "Through the Woods," and "On the Prairies." Familiar aspects of nature are described, together with thoughtful comments about how humans interact with these natural phenomena.

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Language Learning Framework

The **Language Learning Framework** on the following pages charts the Language Learning Concepts and the Specific Learner Expectations used in this Diagnostic Teaching Supplement. These Specific Learner Expectations may or may not make specific reference to reading.

Concept A: Language learning builds on positive dispositions toward shared talking, reading, and writing.
Predominant DRP cognitive processes: Concept A was not included in the 1986 program.

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
A.1	engage in reading and writing behaviors	
	independently read and write and discuss what they have read and written	
A.2	identify or share favourite books, stories or poems	
	choose or identify favourite authors, themes, topics or genres and talk about their choices	
A.3	read, listen to and talk about literature, which through its content, style or form, challenges them to grow as readers and writers	

Concept B: Prediction and questioning are key elements of language learning.
Predominant DRP cognitive processes: predicting, monitoring

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
B.1	predict what might happen next in a story	
	predict events or possible outcomes in stories, using text or visual clues (such as titles or pictures)	
	predict the probable content or events in a variety of fiction and non-fiction texts, using a variety of clues	
B.2	predict or forecast possible results or outcomes	
	formulate hypotheses relating to probable outcomes	
B.3	ask questions when they don't understand what they are discussing or reading	
	ask questions designed to extend or further explore their understanding of the concepts or ideas they are discussing or reading	

Concept C: Identifying and setting a purpose serves to focus reading, writing, and talking experiences.
Predominant DRP cognitive process: predicting, monitoring

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
C.1	listen for enjoyment and information	
	recognize that the purpose for reading or listening (pleasure, information or ideas) influences the strategy used	
C.2	contribute to the development of questions to guide their reading or discussion	
	develop plans or pose questions to organize their investigation of new ideas, information, or experiences	

Concept D: Knowing how ideas and information can be organized and presented contributes to the enhanced understanding and communication of ideas.

Predominant DRP cognitive processes: analyzing

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
D.1	distinguish between different types of imaginative literature (picture books, stories, fairy stories, rhymes)	
	distinguish between non-fiction and fiction by identifying the characteristics of stories, poetry plays, reports or articles	
	recognize the characteristics of specific genres encountered in their reading and listening; e.g., biography, autobiography, historical fiction, science fiction, myth, and poetry	
D.2	recognize that stories have openings, events, and conclusions	
	recognize the key features of a well-formed story; e.g., setting, problem, character response, and resolution	
	recognize that, in extended narratives, the plot is built around the internal and external responses of the main character(s) to the problem or situation	
D.3	recognize what a story is	
	identify the differences/similarities between news reports and stories	
	use an understanding of the organization and structure of books, news reports, and articles to assist them as readers and writers	
D.4	use experiences with book elements (title, headings, author) to assist them as readers	
	use titles, table of contents, and headings to assist them as readers and writers	
	use text features such as table of contents, chapter headings, index, glossary, and bibliography to assist them as readers and writers	
D.5	use typographical features such as italics, boldface, and indentation to assist them as readers and writers	
D.6	arrange a personal dictionary alphabetically	
	use guide words to locate information in dictionaries or thesauri	
	use guide words to locate information in dictionaries, encyclopedias, or thesauri	
D.7	use a library's file system(s) to identify and locate research sources and/or leisure reading materials	

Concept E: Understanding how words, phrases, sentences and whole texts are formed contributes to the ability to understand and communicate ideas.

Predominant DRP cognitive processes: analyzing, associating, predicting, monitoring

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
E.1	use visual cues in conjunction with print to make sense of their reading (pictures, illustrations, maps charts, posters, graphs)	
E.2	use their knowledge of and experience with the content of stories and other texts (semantic or meaning cues) as a strategy for predicting and identifying words and phrases in their reading and listening	
E.3	use their knowledge of and experience with the structures and patterns of oral and written language (syntactic cues) to predict and identify words and phrases in their reading and listening	
E.4	use their experience with text features (sound, letter, word) to assist them as readers	
	apply knowledge of the relationship between sounds and symbols (graphophonic generalizations) as a strategy for identifying and predicting words in their reading	
	make predictable associations between letters and sounds as a strategy for identifying unfamiliar words and phrases in their reading	
E.5	use the semantic, syntactic, and graphophonic cueing systems flexibly (either alone or in combination) to retain fluency and meaning in their reading	
E.6	use sentence markers (capitalization and end punctuation) to assist their comprehension	
	attend to punctuation cues in their reading (commas in compound sentences and series, quotation marks and punctuation in dialogue, and periods in abbreviations)	
	attend to punctuation cues in their reading (semicolons, quotation marks for quotes and titles)	
E.7	use word analysis strategies to help them identify the meanings of common compounds and root words	
	use word analysis strategies to help them recognize and understand new words (identifying root words and affixes in common multisyllabic words)	
	use word analysis strategies to help them recognize and understand new words by identifying the meanings of prefixes that have consistent meaning (re-, non, un- and pre-)	

	Concept G: The ability to make associations and connections is essential to the understanding and communication of meaning. Predominant DRP cognitive processes: associating, analyzing, inferring	
SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
G.1	recognize the meanings of words encountered in their reading and listening	
G.2	recognize that the meaning of many words depends on the context in which they are used	
	recognize that words often carry connotations beyond their literal meaning	
G.3	use their experience with literary devices such as onomatopoeia (words that imitate sounds) and alliteration to assist them in their reading, writing, and talk	
	use their experience with figurative language such as simile and hyperbole (exaggeration for effect) to assist them in their reading, writing, and talk	
	use their experience with figurative language such as metaphor, personification and synecdoche to assist them in their reading, writing, and talk	
G.4	form visual images (pictures or scenes) in response to a listening, reading, or writing experience	
G.5	recognize the meanings of common idioms encountered in their reading and listening	
	recognize that idiomatic or colloquial uses of language affect meaning	

	Concept H: The ability to think analytically is necessary for critical reading, listening, and writing. Predominant DRP cognitive processes: analyzing, inferring	
SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
H.1	discriminate what is real from what is make-believe	
	categorize ideas as fact, fiction, or opinion	
	distinguish fact from opinion and relevant from irrelevant information	
H.2	determine the point of view presented by a speaker or writer	
	recognize how point of view (their own and a speaker's or writer's) influences communication	
H.3	determine whether a writer or speaker intends to be humorous or serious	
	determine a writer's or speaker's purpose; e.g., entertain, inform, persuade. . .	
	identify a writer's or speaker's underlying theme	
	continued	

	Concept H: The ability to think analytically is necessary for critical reading, listening and writing. Predominant DRP cognitive processes: analyzing, inferring	
SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
H.7	determine feelings or attitudes presented by a writer or speaker	
	determine the mood developed by a speaker or writer	
H.8	recognize that writers or speakers provide information about prior action or increase understanding of plot, character, or theme by using flashback, and use similiar techniques in their writing	
H.9	recognize that illustrations can indicate what is in, or what is to come in a story or text	
	recognize that writers and speakers use titles to indicate what is to come and to use this strategy in their writing	
	recognize that foreshadowing increases anticipation and provides clues to story outcomes and use this strategy in their writing	
H.10	recall the events in a story	
	recognize explicit relationships between events and characters in a story	
	recognize explicit and infer implicit relationships between settings, events, characters, and ideas in both fiction and non-fiction	
H.11	identify the main character(s) in a story	
	differentiate between main and supporting characters	
	identify change or growth in fictional characters	
H.12	recognize what causes fictional characters in a story to behave the way they do	
	identify techniques used by authors to develop their readers' understanding of and insight into characters; e.g., what they say and do and what others say about them	

Concept I: The ability to synthesize is necessary to the understanding and retention of ideas and information.

Predominant DRP cognitive process: synthesizing, associating

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
I.1	retell what a book or story is about	
	retell the key details or main ideas from a reading or listening experience	
	differentiate between important ideas and supporting details in their reading and listening	
I.2	classify or categorize information and ideas, using strategies such as mind-mapping, webbing, and clustering	
I.3	summarize ideas and information related to a particular topic	
	summarize or paraphrase information and ideas on a particular topic from several sources	
I.4	organize their talk or writing around a particular topic	
	focus their talk or writing on the important ideas related to a topic	
	focus their talk or writing on important ideas related to topics, themes, or concepts and provide support for the ideas	
I.5	draw conclusions by relating what they know to new information and ideas	
	make generalizations by relating what they know to new information and ideas	

Concept J: Learning is enhanced when learners assume responsibility for checking their growing understanding.

Predominant DRP cognitive process: monitoring

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
J.2	use their knowledge of semantics, syntactics, or graphophonics to check their initial predictions relating to words, sentences (text), or content. Revise predictions or make new ones based on this process.	
J.3	recognize when reading or listening does not make sense	
	identify difficulties with content, sentence structure, or vocabulary in their reading or listening and use strategies to overcome them; e.g., rereading or reviewing	

Concept K: Students grow as independent learners when they reflect on and evaluate their learning experiences.
Predominant DRP cognitive processes: Concept K was not included in the 1986 program.

SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
K.2	respond to how well others (peers, authors) present ideas or information	
	judge the effectiveness of a presentation, both oral and written, according to a set of criteria (content, development, style, etc.)	
K.3	respond to the writing of their peers by pointing out what they like about the content and language used	
	respond to the writing of their peers by singling out effective elements of style, development, organization, or content	
K.5	relate personal experiences to those encountered in their reading, listening, and viewing	
	assess the plausibility of ideas and situations encountered in literature by comparing and contrasting them with personal experiences	
K.6	respond to stories and poems by expressing opinions on what they have heard or read	
	defend or support their opinions or interpretations of ideas encountered in their reading or listening	

Concept L: Confidence in the ability to express ideas or viewpoints is essential to the development of communication skills.
Predominant DRP cognitive processes: Concept L was not included in the 1986 program.

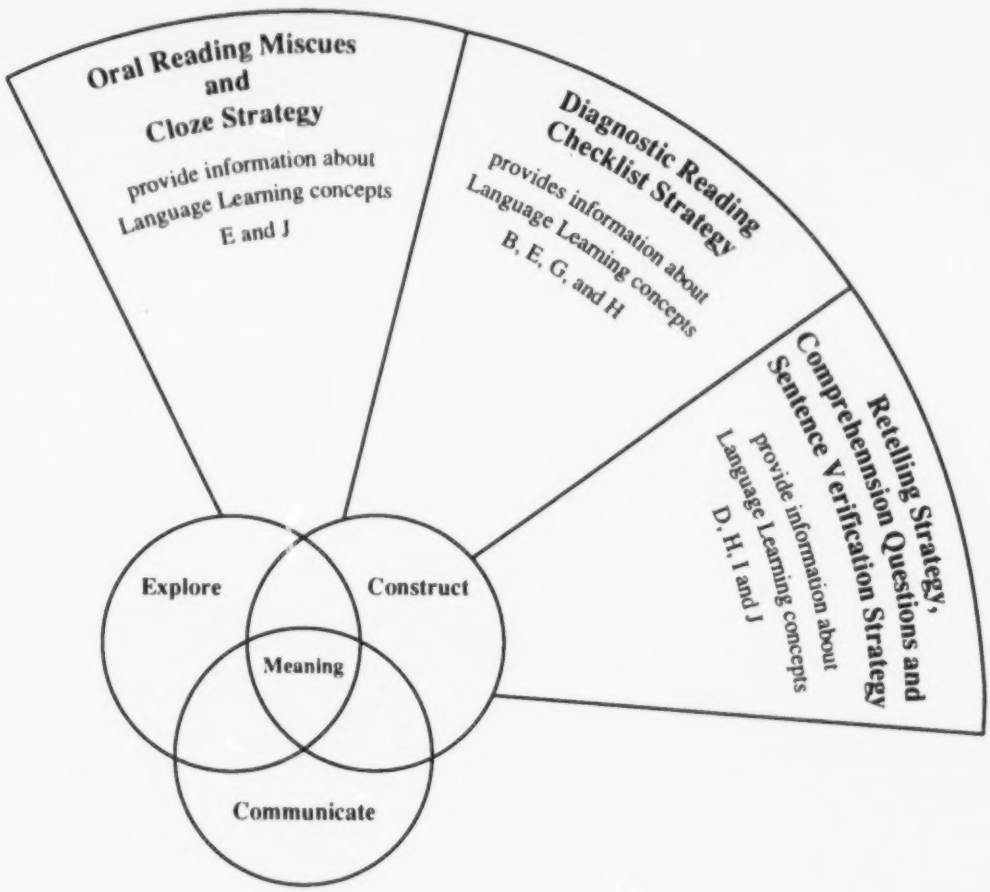
SLE	Specific Learner Expectations	Developmental Sequence
	STUDENTS:	
L.1	contribute ideas and opinions to a discussion	
	express personal or differing viewpoints in a discussion	
	express personal viewpoints that may be contrary to popular or accepted opinion	
L.2	share personal responses and interpretations of what they hear or read	
L.3	indicate enjoyment and appreciation of the sounds, rhythms, and subtleties of language in use	

Using 1986 Diagnostic Reading Program Evaluation Strategies

This section explains how the evaluation strategies in Books 1 to 4 of the 1986 Diagnostic Reading Program can best be used to assess students' progress in the language learning concepts stated in the *Program of Studies: Elementary Schools.*

The diagram below provides an overview of this integration.

The intersecting circles depict the three major functions of language as defined in the 1991 Language Learning component of the *Program of Studies: Elementary Schools.* The pie shaped section shows the evaluation strategies presented in the 1986 *Diagnostic Reading Program.*


Oral Reading Miscues and Cloze Strategy
provide information about Language Learning concepts E and J
Diagnostic Reading Checklist Strategy
provides information about Language Learning concepts B, E, G, and H
Retelling Strategy, Comprehennsion Questions and Sentence Verification Strategy
provide information about Language Learning concepts D, H, I and J
Explore
Construct
Meaning
Communicate

The charts on the following pages provide more details about the relationships between specific learner expectations and the diagnostic evaluation strategies presented in the 1986 *Diagnostic Reading Program.*

Concept B: Prediction and questioning are key elements of language learning.
Predominant DRP cognitive processes: predicting, monitoring

SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
B.1	predict what might happen next in a story		Diagnostic Reading Checklist* (comprehension focus)
	predict events or possible outcomes in stories, using text or visual clues (such as titles or pictures)		
B.2	predict the probable content or events in a variety of fiction and non-fiction texts, using a variety of clues		Diagnostic Reading Checklist (comprehension focus)
B.3	predict or forecast possible results or outcomes		Diagnostic Reading Checklist (comprehension focus)
	formulate hypotheses relating to probable outcomes		
	ask questions when they don't understand what they are discussing or reading		Diagnostic Reading Checklist (comprehension focus)

Concept D: Knowing how ideas and information can be organized and presented contributes to the enhanced understanding and communication of ideas.
Predominant DRP cognitive process: analyzing

SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
D.2	recognize that stories have openings, events, and conclusions		Diagnostic Reading Checklist (comprehension focus)
	recognize the key features of a well-formed story; e.g., setting, problem, character response, and resolution		Retelling Comprehension Questions
	recognize that, in extended narratives, the plot is built around the internal and external responses of the main character(s) to the problem or situation		

*Each of the evaluation strategies listed is described in detail in the 1986 Diagnostic Reading Program.

Concept E: Understanding how words, phrases, sentences, and whole texts are formed contributes to the ability to understand and communicate ideas.

Predominant DRP cognitive processes: analyzing, associating, predicting, monitoring

SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
E.1	use visual cues in conjunction with print to make sense of their reading (pictures, illustrations, maps, charts, posters, graphs)		Diagnostic Reading Checklist (word identification focus) Oral Reading Miscues
E.2	use their knowledge of and experience with the content of stories and other texts (semantic or meaning cues) as a strategy for predicting and identifying words and phrases in their reading and listening		Diagnostic Reading Checklist (word identification focus) Oral Reading Miscues Cloze
E.3	use their knowledge of and experience with the structures and patterns in oral and written language (syntactic cues) to predict and identify words and phrases in their reading and listening		Diagnostic Reading Checklist (word identification focus) Oral Reading Miscues Cloze
E.4	use their experience with text features (sound, letter, word) to assist them as readers apply knowledge of the relationship between sounds and symbols (graphophonic generalizations) as a strategy for identifying and predicting words in their reading make predictable associations between letters and sounds as a strategy for identifying unfamiliar words and phrases in their reading		Diagnostic Reading Checklist (word identification focus) Oral Reading Miscues Cloze
E.5	use the semantic, syntactic, and graphophonic cueing systems flexibly (either alone or in combination) to retain fluency and meaning in their reading		Diagnostic Reading Checklist (word identification focus) Oral Reading Miscues Cloze
E.7	use word analysis to help them identify the meanings of common compounds and root words use word analysis strategies to help them recognize and understand new words (identifying root words and affixes in common multisyllabic words) use word analysis strategies to help them recognize and understand new words by identifying the meanings of prefixes that have consistent meaning (re-, non-, un-, and pre-)		Diagnostic Reading Checklist (word identification focus) Oral Reading Miscues

Concept G: The ability to make associations and connections is essential to the understanding and communication of meaning.
Predominant DRP cognitive processes: associating, analyzing, inferring

SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
G.1	recognize the meanings of words encountered in their reading and listening		Diagnostic Reading Checklist (comprehension focus) Comprehension Questions
G.2	recognize that the meanings of many words depends on the context in which they are used		Diagnostic Reading Checklist (comprehension focus) Comprehension Questions
	recognize that words often carry connotations beyond their literal meaning		

Concept H: The ability to think analytically is necessary for critical reading, listening, and writing.
Predominant DRP cognitive processes: analyzing, inferring

SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
H.7	determine feelings or attitudes presented by a writer or speaker		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions
	determine the mood developed by a speaker or writer		
H.10	recall the events in a story		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions Sentence Verification
	recognize explicit relationships between events and characters in a story		
	recognize explicit and infer implicit relationships between settings, events, characters, and ideas in both fiction and non-fiction		
H.11	identify the main character(s) in a story		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions
	differentiate between main and supporting characters		
	identify change or growth in fictional characters		
H.12	recognize what causes fictional characters in a story to behave the way they do		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions Sentence Verification
	identify techniques used by authors to develop their readers' understanding of and insight into characters; e.g., what they say and do and what others say about them		

	Concept I: The ability to synthesize is necessary to the understanding and retention of ideas and information. Predominant DRP cognitive processes: synthesizing, associating		
SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
I.1	retell what a book or story is about		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions
	retell the key details or main ideas from a reading or listening experience		
	differentiate between important ideas and supporting details in their reading and listening		
I.3	summarize ideas and information related to a particular topic		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions
	summarize or paraphrase information and ideas on a particular topic from several sources		
I.4	organize their talk or writing around a particular topic		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions
	focus their talk or writing on the important ideas related to a topic		
	focus their talk or writing on important ideas related to topics, themes, or concepts and provide support for the ideas		
I.5	draw conclusions by relating what they know to new information and ideas		Diagnostic Reading Checklist (comprehension focus) Retelling Comprehension Questions
	make generalizations by relating what they know to new information and ideas		

Concept J: Learning is enhanced when learners assume responsibility for checking their growing understanding.

Predominant DRP cognitive process: monitoring

SLE	Specific Learner Expectations	Developmental Sequence	Diagnostic Reading Program Evaluation Strategies
	STUDENTS:		
J.2	use their knowledge of semantics, syntactics, or graphophonics to check their initial predictions relating to words, sentences (text), or content Revise predictions or make new ones based on this process.		Diagnostic Reading Checklist (word identification focus) Cloze Oral Reading Miscues
J.3	recognize when reading or listening does not make sense identify difficulties with content, sentence structure, or vocabulary in their reading or listening and use strategies to overcome them; e.g., rereading or reviewing		Diagnostic Reading Checklist (comprehension focus) Cloze

Appendix C: Blackline Masters

All checklists presented in this handbook are repeated here for convenience in photocopying.

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Emergent Reader Checklist*

Student's Name _____ **Date** _____

Language Learning Concept Area	Signs of Reading Growth	Facilitating Experiences	Comments
A, C	Shows positive attitudes to books and print	___ Shares a favourite book at circle time ___ Selects books when given choices ___ Likes story time	
A	Reads and rereads texts exhibiting reading-like behavior	___ Engages in big-book sharing and partnered reading of individual books	
C, E	Writes and reads messages using letter-like shapes, letters, words, pictures	___ Participates in writing centre which contains a wide variety of writing materials	
A, C	Sees reading as a meaningful part of life	___ Plays with a variety of literacy materials during dramatic play (e.g., milk cartons, soap boxes, shopping lists) ___ Imitates adult literacy procedures	
A	Reads along with a fluent reader	___ Reads along with "listen and read" tapes, either commercially produced or "homemade" ___ Reads with an experienced reading buddy ___ Participates during readings of enlarged texts ___ Enjoys paired reading	
E	Displays directionality and develops the ability to match word-space-word	___ Tracks with a pointer during a big-book experience ___ Develops the word-space-word concept during shared reading, individual reading, or individual reading of a favourite story	
D	Understands what a story is	___ Contributes to a shared writing experience ___ Dictates a story for language experience ___ Participates in story-composing during drama ___ Guesses what will happen in a story ___ "Writes" stories	
A, L	Engages in mumbling, echoing, and completion reading	___ Experiences big-book sharing episodes ___ Enjoys shared reading with teacher or buddy	
B, E	Uses predictive strategies to approximate text	___ Completes cloze activities during big book experience and shared reading ___ Shares a favourite book in reading-like manner during circle time ___ Chimes in with readings of predictable books	
E, G	Reads environmental print	___ Points to environmental print ___ Identifies products in photographs ___ Includes environmental print in art work ___ Reads print in classroom displays, (e.g., *Our Favourite Cereals)*	

*Adapted from Moira F. Juliebö (1993). *Resource Book for Helping Young Children to Become Readers.* Edmonton: Reidmore Books, Inc. Reprinted by permission of Reidmore Books Inc.

Language Learning Concept Area	Signs of Reading Growth	Facilitating Experiences	Comments
J	Monitors on the basis of meaning	___ Asks questions during shared reading ___ Links stories to his/her own life ___ Comments when a story does not make sense ___ Substitutes words that make sense ___ Tolerates mistakes that make sense ___ Rereads and reads on to decode words	
E	Understands that print is consistent	___ Recognizes the same word in different contexts during shared and individual reading ___ Identifies omissions in a text ___ Develops a sight vocabulary ___ Points to familiar words in a text ___ Shows early spelling development in writing ___ Quickly reads common words	
E	Decodes using word beginnings such as first letter or first syllable	___ While reading orally, for example, sees the word "purple," looks at the picture and says "p, p" before saying, "purple dog"	
E	Begins to develop phonic generalizations	___ Uses creative phonemic spelling when writing, such as "fss" for "fish" or "Ld" for "learned" ___ Overgeneralizes rules	

	Shows Positive Dispositions Toward Reading	Shows an Understanding of How Words, Phrases, Sentences, and Whole Texts are Formed	Relates Personal Experience to Reading
Fiction			
Informational			
Poetry			
Instructional Strategies			

*Adapted from Moira F. Juliebö (1993). *Resource Book for Helping Young Children to Become Readers.* Edmonton: Reidmore Books, Inc. Reprinted by permission of Reidmore Books Inc.

Assessing Book Knowledge Through A Shared Storybook Activity*

Choosing Books for the Task

Choose a simple, unfamiliar storybook with pictures. Ensure that the book has the following qualities:

(a) picture and title on the front cover
(b) pictures and text on all pages
(c) at least one page with only one line of text
(d) several pages with two or more lines of text
(e) large enough print to suit the fine motor needs of young children
(f) a narrative genre

Administering the Task

1. Administration of the "test" needs to be one-to-one. Centre time or book time offer the best opportunities. Checking shared storybook concepts should be informal. It should not seem like a test. The object is to create a brief period to learn what each child knows about emergent reading concepts and storybook handling. This activity should not be necessary for children who are progressing and gaining more independent control of print (children who are word-by-word matching and beginning to attend to or analyze print features).

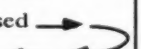
2. Records should be kept to plot children's movement from global to more specific concepts about print, stories, and print terms used in the classroom. Use the ongoing record of book knowledge to chart students' progress.

Name _____ Age _____ Date _____

Title of Book _____

Directions	Observations	Comments
1. Hold the book by the spine and pass to the child: "Can you show me the front of this book?"	___ shows front ___ correct orientation	
2. Elicit predictions on story content and source of knowledge: a. "What do you think this book is going to be about?" b. "How do you know?"or "What gives you those clues?" c. (Point to title) "What is this?" "What does it tell you?"	___ pertinent facts provided ___ information from pictures ___ information from title ___ uses term "title" ___ reads title ___ tells function: "It's the name of the story.' /"It's about the book."	

*Anne Brailsford (1985). *Early reading experiences: The literacy development of kindergarten children viewed from a cultural perspective*. Unpublished doctoral dissertation, University of Alberta, Edmonton. Adaptated from Marie M. Clay (1979). *Early detection of reading difficulties: A diagnostic survey with reading recovery procedures* (2nd ed.). Portsmouth, N. H.: Heinemann.

Directions	Concepts	Comments
3. Check for global directionality: "Can you open the book so that we can start reading?"	___ shows first page (after title page)	
4. Check for independent reading: "Can you read this story to me?"	___ starts reading (discontinue questions and read book with child) ___ says "No" ___ picks out words ___ "talks like a book"	
5. Check for knowledge source: "Let me read this story to you, but I'd like you to help. Can you show me, with your finger, where I should start to read?"	___ points to picture (check over several pages, then discontinue questions and read book) ___ points to print ___ points to first line ___ points to first word	
6. At the end of page elicit page-turning: "What do we do now?"	___ says/demonstrates page-turning	
7. Assess directionality: "Where should I start to read now?"	___ left page first	
8. Assess specific directionality: "Show me, with your finger, which way to go as I read."	___ left-right movement	
9. Assess specific directionality: "Where do I go after that?"	___ line movement down page with return to left on each new line a. ploughing movement used  b. other	
10. Check word-by-word matching: "You point to the words as I read."	___ points and matches ___ partial matching	
11. Check knowledge of terms and specific print concepts. a. Use a page with only one line of text. Use two file cards and practise 'opening' and 'closing' the curtains over the print. Start with 'opened curtains': "Can you close the curtains to show me *one word*?" Open the curtains again and repeat with: *two words* *one letter* *two letters*	___ 1 word shown ___ 2 words shown ___ 1 letter shown ___ 2 letters shown	

Directions	Concepts	Comments
b. Use the same page, and isolate one word with the curtains: "Point to the *first letter* in the word." "Point to the *last letter* in the word." c. Dispense with the curtains and show whole line of text: "Point to a *capital letter*." "Point to a *small letter*." d. Use any page: "Point to the *top of the page*." "Point to the *bottom of the page*."	___ first letter shown ___ last letter shown ___ capital shown ___ small letter shown ___ top of page shown ___ bottom of page shown	
Story Retelling Check story comprehension: "Tell me about the story."	___ retells with pictures ___ retells from memory ___ main characters recalled ___ setting noted ___ one episode recalled ___ two episodes recalled ___ three or more episodes recalled ___ sequences events partially ___ sequences events fully ___ conclusion noted ___ needs clarification questions ___ retells independently ___ initiates questions/comments	

The checklist on the next page may be used to record students' progress over a period of time.

Ongoing Record of Book Knowledge

Name _____

Global Concepts	Dates observed				
• shows front of book (1)					
• orients front of book (1)					
• provides suitable story predictions from front cover (2a)					
• uses front cover pictures for predictions (2b)					
• points to pictures (not print) as primary source for story information (5)					
• "talks like a book" when asked to read (4)					

More specific concepts about storybooks and print

• provides information about the title such as label/function (2b)					
• points to print as primary source of story information (5)					
• shows first page of story (3)					
• points to first line of text (5)					
• points to first word in first line of text (5)					
• says/demonstrates appropriate page-turning (6)					
• points to left page before right page (7)					
• demonstrates left-right movement along a line of print (6)					
• demonstrates line movement down a page (9)					
• demonstrates word-by-word matching (10)					
• knows the concept "word" (11)					
• knows the concept "letter" (11)					
• reads partial or whole title (2b)					
• starts reading the text (4)					
• picks out words (4)					

Demonstrates knowledge of print concepts/terms

• one word (11a)					
• two words (11a)					
• one letter (11a)					
• two letters (11a)					
• first letter in a word (11b)					
• last letter in a word (11b)					
• capital letter (11c)					
• small letter (11c)					
• top of page (11d)					
• bottom of page (11d)					

Alternate Form
Checklist for Observing Beginning Readers' Knowledge About Books

(For corresponding questions, see Concept D, Using Experiences with Book Features, in the Diagnostic Teaching Guide)

Student's Name _____ **Dates** _____

Book Features	Comments
1. Identifies __ front of book __ top of book __ title (purpose of title) **2. Opening a Book** __ opens book at front with book right side up **3. Starting to Read** __ points to beginning of first line of print **4. Directionality** __ direction for reading is left to right and top to bottom **5. Page Turning** __ turns page **6. Identifying Words and Letters** __ matches written and spoken words __ points to one word __ identifies first and last letter of word **7. Reading the Book** __ student reads book	

Anecdotal Notes: Individual Record

Student's Name _____

Observations	Comments and Plans

Anecdotal Notes: Observing Several Students

Student _____ Date _____ Activity _____	Student _____ Date _____ Activity _____
Student _____ Date _____ Activity _____	Student:_____ Date _____ Activity _____
Student _____ Date _____ Activity _____	Student _____ Date _____ Activity _____
Student _____ Date _____ Activity _____	Student:_____ Date: _____ Activity _____

Reading Behavior Analysis Checklist

Name _____ Dates of Observations _____

Activities Observed _____

_____

Reading Behaviors	Comments
Demonstrating Positive Dispositions Toward Reading ___ engages in reading behaviors [A.1] ___ shows an enjoyment of reading [A.1, 2; L.3] ___ chooses a variety of genres to read [A.2]	
Predicting Events and Content ___ predicts events or outcomes using a variety of clues [B.1] ___ predicts probable content of informational text using: ___ title, headings ___ table of contents, index ___ italics, boldface print, indentation [B.1; D.4, 5]	
Setting a Purpose ___ chooses a topic to study [A.2, C.2] ___ locates material related to a topic [D.1, 3, 4, 5, 6, 7] ___ asks questions when reading does not make sense [B.3; J.3] ___ develops questions to guide reading [B.3; C.2] ___ asks questions to extend or further explore concepts [B.3] ___ develops plans or poses questions to organize information [C.2]	
Associating and Making Connections ___ recognizes meanings of words encountered in a number of contexts [G.2] ___ uses experience with literary devices and figurative language [G.3] ___ forms visual images [G.4] ___ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility [K.5]	
Monitoring ___ uses knowledge of semantics, syntactics, and graphophonics to check initial predictions relating to words, sentences, or content [J.2] ___ revises predictions or makes new ones based on this process [J.2] ___ recognizes when reading does not make sense [J.3] ___ uses strategies to overcome difficulties with content, sentence structure, and vocabulary [J.3]	

Oral Reading Analysis Checklist

Student's Name _____ **Date** _____
Title of Book _____

Record of Miscues (Some Examples)

Word or Phrase from Passage	Miscue (Word or Phrase)	Self-Corrects Miscues

Interpretation of Oral Reading

Student's Use of Cueing Systems	Comments
Uses semantic, syntactic, and graphophonic cues flexibly [E.5] __ reads fluently __ reads with expression Uses cueing systems to check and revise [J.2] __ miscues are self-corrected Uses three cueing systems 1. **Semantic Cues** [E.2] __ miscues are meaningful 2. **Syntactic Cues** [E.3] __ miscues are grammatically correct 3. **Graphophonic Cues** [E.4] __ miscues are phonetically similiar to text words	

Note: To obtain more detailed information about students' word identification strategies, use the Oral Reading Miscues Strategy, pages 21–36, *Evaluation Strategies*, Handbook 1 of the 1986 Diagnostic Reading Program.

Response Analysis Checklist: Fiction*

Student's Name _____ **Date(s)** _____

Title of Material(s) Read _____

Student's Product(s) _____

Using information from the text	Using own knowledge and information from the text
Story Structure and Events ___ recognizes openings, events, and conclusions [D.2]** ___ recognizes setting, problem, character response, resolution [D.2] ___ recognizes that plot is built around internal and external responses of the main character [D.2] ___ recalls events [H.10] ___ recognizes explicit relationships between events and characters [H.10] **Character Development** ___ identifies main characters [H.11] ___ differentiates between main and supporting characters [H.11] ___ identifies change or growth in characters [H.11]	**Associating and Connecting** ___ recognizes the meanings of words encountered in reading and listening [G.1] ___ forms visual images [G.4] **Synthesizing** ___ summarizes information [I.3] ___ summarizes main ideas [I.3] ___ summarizes or paraphrases information from several sources [I.3] ___ draws conclusions [I.5] ___ makes generalizations [I.5] **Inferring** ___ recognizes what causes fictional characters to behave the way they do [H.12] ___ infers implicit relationships [H.10] ___ infers underlying theme [H.3] **Reflecting and Evaluating** ___ relates personal experiences to those encountered in their reading and listening [K.5] ___ assesses plausibility of ideas and situations [K.5] ___ expresses opinions on what has been heard or read [K.6] ___ supports own opinions or interpretations [K.6] ___ shares personal responses and interpretations of what was heard or read [L.1, 2]

*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.
**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Response Analysis Checklist: Informational Reading*

Student's Name _____ **Date(s)** _____

Title of Material(s) Read _____

Student's Product(s) _____

Using information from the text	Using own knowledge and information from the text
Organizing Ideas ___ chooses a topic to study [A.2]** ___ develops plans or questions to guide research [C.2] ___ includes main ideas [I.1] ___ differentiates between important ideas and supporting details [I.1] ___ organizes ideas showing appropriate text structures (e.g. main idea-details, cause-effect, explanation) [D.3] ___ organizes talk or writing around a topic [I.4]	**Synthesizing Information** ___ classifies information and ideas using strategies such as mind-mapping, webbing, clustering [I.2] ___ summarizes information from one source [I.3] ___ summarizes or paraphrases information from several sources [I.3] ___ draws conclusions [I.5] ___ makes generalizations [I.5] **Reflecting and Evaluating** ___ relates personal experiences to those encountered in reading [K.5] ___ assesses plausibility of ideas and situations [K.5] ___ expresses opinions on what has been heard or read [K.6] ___ expresses and supports opinions on what has been heard or read [K.6] ___ shares personal responses and interpretations of what has been heard or read [L.1, 2]

*Please refer to the language learning component of the *Elementary Program of Studies* for a complete list of specific learner expectations.
**Strategies to address concept areas identified by letters (e.g., [D]) are found in the Diagnostic Teaching Guide section of this document.

Story Structure

Name _____

Date _____

Title _____

Author _____

Beginning

Characters _____ _____ _____

_____ _____ _____

_____ _____ _____

When _____

Where _____

Middle

Problem (What made the story happen?) _____

_____

_____

_____

What did the characters do to try to solve the problem? _____

_____

_____

_____

End

How did the story end? _____

_____

_____

Story Structure

Name _____

Date _____

Title _____

Author _____

Setting

Characters _____ _____

_____

_____

Time _____

Place _____

Problem

_____

_____

_____

What did they do about the problem?

_____

_____

_____

End

_____

_____

Main-Idea Detail Structure Chart

Name _____
Date _____

Title _____

Topic _____

Main Idea

What is said about this main idea? _____

Main Idea

What is said about this main idea? _____

Main Idea

What is said about this main idea? _____

Explanation Structure Chart

Name _____
Date _____

Title _____ Author _____

What is being explained?

What are the steps?

First,

Next,

Third,

Then,

Last,

Opinion-Support Structure Chart

Name _____
Date _____

Title _____ Author _____

Topic or Question:

My Opinion:

Why I feel this way:

Reading Profile

Reading Profile for _____ Grade _____

Date(s) _____

Evaluation Contexts

Indicate the student groupings and responses used for observation and assessment.

Instructional Groupings		Student's Responses	
O individual	O small group	O oral	O art
O peer or adult assisted	O partner	O written	O drama
O other _____	O whole class	O other _____	
_____		_____	
_____		_____	

Reading Summary

Language Learning Concept and Specific Learner Expectation	Comments
A: Developing positive dispositions • as demonstrated through various language activities [A.1, 2, 3]	
B: Predicting and questioning (Processes: predicting, monitoring) • predicting and hypothesizing about events, outcomes • asking questions to increase understanding [B.1, 2, 3]	
C: Identifying and setting a purpose • providing a focus and establishing strategies • developing questions [C.1, 2]	
D: Structuring ideas and information using various types of literature (Processes: analyzing, inferring) • story structures • text features • reference materials [D.1, 2, 3, 4, 5, 6, 7]	
E: Understanding how language is formed (Processes: predicting, associating, analyzing) • visual cues • three cueing systems (meaning cues, language patterns and grammar cues, sound/letter relationship cues) • capitalization and punctuation cues • structural word analysis (compounds, root words, prefixes, suffixes) [E.1, 2, 3, 4, 5, 6, 7]	

G: Making associations and connections (Processes: associating, analyzing, inferring) • meanings of words • forming visual images [G.1, 2, 3, 4, 5]	
H: Thinking analytically (Processes: analyzing, inferring) • determining fact, fiction, relevant, and irrelevant information • recognizing point of view, purpose, theme, attitudes, mood • recognizing such elements of oral or written presentation as humour, techniques, events, relationships • noting features, qualities, and behaviors of characters [H.1, 2, 3, 7, 8, 9, 10, 11, 12]	
I: Synthesizing ideas and information (Processes: synthesizing, associating) • retelling, differentiating, and categorizing • summarizing and paraphrasing • drawing conclusions and making generalizations [I.1, 2, 3, 4, 5]	
J: Assuming responsibility for monitoring learning (Process: monitoring) • using all three cueing systems to check and modify predictions • using strategies to help make sense when reading or listening [J.2, 3]	
K: Reflecting on and evaluating learning experiences • judging effectiveness • relating situations in stories, poems and informational books to personal experiences and what is known [K.2, 3, 5, 6]	
L: Expressing ideas and viewpoints • sharing personal opinions, responses, interpretations • appreciating language [L.1, 2, 3]	

Pattern of Responses

	Shows positive dispositions toward reading	Uses information from the text	Uses own knowledge and information from the text
Fiction			
Informational			
Poetry			
Focus For Instruction			